

## ENGLISH/LANGUAGE ARTS

### Reading Process

- identifies patterns in spoken words, such as rhymes, syllables, and individual sounds
- applies letter sounds to decode simple words
- reads common sight words
- states the main topic of an informational text and reasons an author gives to support his ideas
- relates what happens at the beginning and end of the story
- identifies connections between individuals, events, or ideas in literature and nonfiction
- states the roles of the author and the illustrator
- identifies the parts of a book (cover, title, etc.) and different types of text (storybook, poem, informational book)
- demonstrates understanding of the basic concepts of print (left-to-right, top-to-bottom, etc.)
- reads emergent-reader books with purpose and understanding
- asks questions about books (literature and nonfiction) that are read aloud or independently
- retells key ideas and details from literature or nonfiction read together or independently
- understands how the images in a book relate to the words on the page
- compares and contrasts the adventures of characters in familiar stories (literature) or between two nonfiction books on the same topic

### Writing

- uses drawing, dictating, and writing to express ideas
- shares an opinion about a topic or book in writing (“My favorite book is ...”)
- works with adults and peers to add details to writing
- participates in shared explorations of books or topics and writes about the topic
- answers questions about a topic through writing
- uses digital tools (with guidance) to produce writing

### Speaking & Listening

- participates in class conversations and follows rules for discussion
- asks questions to help get more information
- describes details about people, places, and things; describes illustrations or other visual displays
- speaks audibly and expresses ideas clearly

### Language

- uses strategies to learn and apply new vocabulary for speaking, reading, and writing

- uses new vocabulary in appropriate contexts when speaking and writing
- prints upper and lowercase letters legibly
- uses grammar correctly when speaking and writing (instruction will focus on nouns, verbs, and prepositions)
- uses capitals (first word, letter I) and end punctuation appropriately
- spells phonetically (the way words sound)

### Ideas for Helping Your Child at Home



- ☞ Read to and with your child using a variety of texts.
- ☞ Provide writing tools: paper, crayons, pens, pencils, chalkboard/whiteboard.
- ☞ Encourage discussions at meal times, in the car, etc.
- ☞ Help your child follow simple oral directions.
- ☞ Involve your child in family chores.
- ☞ Allow your child to create “original” drawings and writings that convey understanding of main idea.

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## MATHEMATICS

### Counting and Cardinality

- counts to 100 by ones and by tens
- counts forward beginning from a given number within the known sequence (instead of having to begin at 1)
- reads and writes numerals to 20 or more
- understands the relationship between numbers and quantities
- counts to tell the number of objects
- understands the last number names tells the number of objects counted
- compares numbers (is greater than, is less than, or equal to)
- compares two numbers between 1 and 10 in written form

### Operations and Algebraic Thinking

- understands addition as putting together and adding to, and understands subtraction as taking apart and taking from
- solves word problems involving composing (joining) and decomposing (separating) by using objects and/or drawings
- decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., 5 is composed of 2 and 3 and 5 is composed of 4 and 1
- for any number from 1 to 9, finds the number that makes 10 when added to the given number

### Number and Operations in Base Ten

- composes and decomposes numbers from 11 – 19 into ten ones and some further ones

### Measurement and Data

- describes measurable attributes such as length or weight

- directly compares two objects with a measurable attribute in common to see which has “more of”/“less of” the attribute
- classifies objects into given categories; counts the number of objects in each category and sort the categories by count

### Geometry

- describes objects in the environment using names of shapes
- describes the relative position of these objects using terms such as above, below, beside, in front of, behind, and next to
- correctly names shapes regardless of their orientation or overall size
- identifies shapes as two-dimensional (lying in a plane (flat)) or three-dimensional (solid)
- analyzes and compares two- and three-dimensional shapes in different orientations and sizes, using informal language to describe their similarities and differences, parts (number of sides/vertices) and other attributes
- models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes
- composes simple shapes to form larger shapes

### Ideas for Helping Your Child at Home



- ☞ Have your child use manipulatives to count sets up to 20.
- ☞ Have your child use two different kinds or colors of manipulatives to show all of the different combinations for numbers through 20. (For example, 5 is 5 red chips and 0 yellow chips, 4 red and 1 yellow, 3 red and 2 yellow and so on).
- ☞ Talk about geometry in our environment – for example, shapes of flowers, bee hives, pictures, baseballs, and so on.
- ☞ Ask questions that require comparing numbers such as “Who has more buttons on their clothes today, you or your brother?”

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## SOCIAL STUDIES

### American History

- examines primary sources through active engagement
- recognizes the importance of United States symbols, holidays, celebrations and notable historical figures
- develops awareness of chronological thinking and how change takes place over time

### Geography

- uses positional and directional words to identify location
- knows personal information: first and last name, phone number, street address, city or town and state
- identifies basic landforms, bodies of water and seasonal weather changes

## Economics

- describes different kinds of jobs in a community
- identifies the difference between needs and wants
- recognizes currency comes in different forms

## Civics and Government

- explains the purpose of rules and laws at home, school, and community
- demonstrates characteristics of being a good citizen
- participates in fair decision making to resolve conflicts

### Ideas for Helping Your Child at Home



- ☐ Discuss family rules and why they are important.
- ☐ Create chores and responsibilities for your child at home to earn money.
- ☐ Talk to your child about saving and spending money.
- ☐ Create a map of your home or neighborhood with your child.

## SCIENCE

### The Nature of Science

- collaborates with a partner to collect information
- makes observations of the natural world and knows that they are descriptors collected using the five senses
- keeps records as appropriate-such as pictorial records-of investigations conducted
- recognizes that learning can come from careful observation

### Earth and Space Science

- explores the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up
- recognizes the repeating pattern of day and night
- recognizes that the Sun can only be seen in the daytime
- observes that sometimes the Moon can be seen at night and sometimes during the day

### Physical Science

- sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture
- recognizes that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling
- observes that things that make sound vibrate
- investigates that things move in different ways, such as fast, slow, etc.

### Life Science

- recognizes the five senses and related body parts
- recognizes that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life

- observes plants and animals, describes how they are alike and how they are different in the way they look and in the things they do

### Ideas for Helping Your Child at Home



- ☐ Observe the night sky and keep a journal about observations.
- ☐ Bake cookies to observe how the color and shape change after cooking.
- ☐ Talk about observations your child makes about the natural world.
- ☐ Investigate objects around the house that will make noise when they vibrate.
- ☐ Discuss characteristics and behaviors of real animals vs. ones encountered in books and TV.

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# What Your Child is Expected to Learn in



# Kindergarten

A Representative Sample of Expectations by Grade Level

For a complete list of the Next Generation Sunshine State Standards, please review:

<http://www.floridastandards.org/Standards/FIStandardsearch.aspx>

Dear Parents,

The mission of Brevard Public Schools is “to serve every student with excellence as the standard.” Our elementary schools work toward this goal each school day by ensuring that every child has exciting and meaningful learning experiences. We expect all of our students to learn and to demonstrate increasingly complex skills as they progress through the grades toward the goal of responsible and productive adulthood. Toward this end, we are pleased to share with you a representative sample of our learning expectations for your child this year. These sample expectations are stated in the most recently adopted Next Generation Sunshine State Standards from the Florida Department of Education.

These Next Generation Sunshine State Standards provide focus and consistency for teachers and students, and offer you, as parents, a clear view of your school’s expectations. The role of parents in supporting children’s educational progress is ever more important in our rapidly changing world. I urge you to review these expectations and to take advantage of opportunities to provide rewarding learning experiences for your child each day.

I wish your child a successful school year!

Sincerely,

*Lynn Spadaccini*

Lynn Spadaccini, Director  
 Office of Elementary Programs