A Parent's Guide to Curriculum Standards

Grade K

2011

Escondido UNION SCHOOL DISTRICT

2310 Aldergrove Avenue, Escondido, CA 92029

Grade Level Curriculum Standards

The Escondido Union School District is committed to providing all students the best education to enable them to reach their highest potential. To achieve this goal, the district has identified academic standards for each grade level, kindergarten through eighth grade. The grade level standards serve as the basis for instruction throughout the district.

Focus Goals, 2011-2013

I. Ensure multiple high quality teaching and learning opportunities for every student.

II. Provide systemic student supports to promote high student expectations and achievement for all students.

III. Through formal discussions with district stakeholders, explore how EUSD can increase employee support and accountability for student achievement.

IV. Infuse innovation into teaching and learning. Emphasis will be on 21st century learning environments to include technology and project-based learning, resulting in greater student engagement.

V. Ensure all students have equal access to a personalized, balanced, and challenging curriculum to meet individual students' academic, creative, social and physical needs.

VI. Strengthen the district's fiscal resiliency to withstand current economic limitations.

Parents Are Partners In Education

The Escondido Union School District recognizes that the foundation of a good education begins in the home. Research shows that when parents are involved in their children's education, students do better. There are many ways parents can become actively involved in the school. By being aware of what is being taught at each grade level, you will be able to support your child's education and help answer the question, "What should my child be learning in school?" Each section in this document contains suggestions on how parents can help.

Language Arts - Reading

Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge in reading simple sentences.

Concepts About Print:

- Identify the front cover, back cover, and title page of a book
- Follow words from left-to-right and top-to-bottom on the printed page
- Explain that printed materials provide information
- Recognize that sentences in print are made up of separate words
- Distinguish letters from words
- Recognize and name all upper- and lower-case letters

Phonemic Awareness:

- Track and represent the number, sameness/difference, and order of two and three isolated phonemes; and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated
- Blend vowel-consonant sounds orally to make words or syllables
- Identify and produce rhyming words in response to an oral prompt
- Distinguish orally stated one-syllable words and separate into beginning or ending sounds
- Track auditorily each word in a sentence and each syllable in a word
- Count the number of sounds in syllables and syllables in words

Decoding and Word Recognition:

- Match all consonant and short-vowel sounds to appropriate letters
- Read simple one-syllable and high frequency words
- Understand that as letters of words change, so do the sounds

Vocabulary and Concept Development:

- Identify and sort common words from within basic categories
- Describe common objects and events in both general and specific language

Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies.

Structural Features of Informational Materials:

- Locate title, table of contents, name of author, and illustrator

Comprehension and Analysis of Grade-Level-Appropriate Text:

- Use pictures and context to make predictions about story content
- Connect to life experiences the information and events in texts
- Retell familiar stories
- Ask and answer questions about essential elements of text

Literary Response and Analysis: Students listen and respond to stories based on well-known characters, themes, plots, and settings.

Narrative Analysis of Grade-Level-Appropriate Text:

- Distinguish fantasy from realistic text
- Identify different text genres, including everyday print materials
- Identify characters, settings, and key events

Writing

Writing Strategies: Students write words and brief sentences that are legible.

Organization and Focus:

- Use letters and phonetically-spelled words to write about experiences, stories, people, objects, or events
- Write consonant-vowel-consonant words
- Write by moving from left-to-right and top-to-bottom

Penmanship:

- Write upper- and lower-case letters independently, attending to form and spatial alignment

Written and Oral English Language Conventions

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.

Sentence Structure:

- Recognize and use complete and coherent sentences when speaking

Spelling:

- Spell independently using pre- to early-phonetic knowledge, sounds of the alphabet, and knowledge of letter names

Listening and Speaking

Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension:

- Understand and follow one- and two-step oral directions
- Share information and ideas, speaking audibly in coherent, complete sentences

POINTERS FOR PARENTS

LANGUAGE ARTS

✏ *Recognize you are the most important person in your child's education. Have a strong connection between you and the school.*

✏ *Identify words that rhyme when reading nursery rhymes or poems with your child.*

✏ *Have your child choose a letter from the alphabet and find things that begin with that letter. Make a list of the objects s/he finds.*

✏ *Reinforce books, letters, magazines, newspapers, and notes are words written down that tell us things. Let your child know words are written down using letters and letters are from the alphabet.*

✏ *Let your child sometimes talk and listen to other people on the phone.*

Math

By the end of kindergarten, students understand the consistency of small numbers, quantities and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense about properties and patterns.

Number Sense

Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same number of objects in different situations, regardless of its position or arrangement.

- Compare two or more sets (up to 10 objects in each group), and identify which set is equal to, more than, or less than the other
- Count, recognize, represent, name, and order numbers (to 30) using objects
- Know that the larger numbers describe sets with more objects in them than smaller numbers
- Count by ones up to 100 and backwards from 20, skip counting by fives and tens to 100
- Select the correct numerals to indicate a quantity from 0-30, trace over the numeral, and write the numeral
- Select a reasonable order of magnitude from three given quantities — a one-digit number, a two-digit number, and a three-digit number (e.g., 5, 50 and 500) —for a familiar situation
- Identify ordinal positions from first to fifth using concrete objects
- Identify one more and one less for numbers from 1 to 100
- Divide a set of 2, 4, 6 or 8 concrete objects into two equal halves

Students understand and describe simple addition and subtraction situations and correctly use the + and - signs.

- Use concrete objects to determine the answers to addition and subtraction problems for two numbers (each less than 10)

Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

- Recognize when an estimate is reasonable

Money

- Recognize a penny, nickel, dime, quarter, and one dollar bill

Algebra and Functions

Students sort and classify objects.

- Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular grouping (e.g., all these balls are green, those are red)
- Identify, describe, extend simple patterns according to shape, size, or color, or two or more of those attributes

Statistics, Data Analysis, and Probability

Students collect information about objects and events in their environment.

- Pose information questions, collect data and record the results using objects, pictures and picture graphs; interpret simple concrete and pictorial graphs
- Identify, describe and extend simple patterns involving shape, size, or color such as circle, triangle, or red, blue

Measurement and Geometry

Students understand that there are properties such as length, weight, capacity, and time and that comparisons can be made by using these properties.

- Compare the length, weight, and capacity of objects by making direct comparisons or using reference objects (e.g., shorter/longer/taller, lighter/heavier, which holds more?)
- Demonstrate understanding of concepts of time (e.g., morning, afternoon, evening, day, yesterday, tomorrow, week, year) including tools that measure time (e.g., clock, calendar)
- Name the days of the week
- Identify the time (to the nearest hour) of everyday events (e.g., lunchtime is 12 o'clock, bedtime is 8 o'clock at night)
- Identify the instruments used to measure time, length, weight, and temperature
- Sequence events in time (before vs. after, first vs. last)
- Know the days of the week and the months of the year in order
- Tell time to the hour using analog and digital clocks

Students identify common geometric objects in their environment and describe their features.

- Identify and describe common geometric objects (e.g., diamond, oval, circle, triangle, square, rectangle, cube, sphere, cone) and make or draw basic plane figures
- Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners)
- Know and use terms of orientation and relative position, such as: closed/open, on/under/over, in front/in back (behind), between, in the middle of, next to, beside, inside/outside, around, far from/near, above/below, to the right of/to the left of, here/there

Mathematical Reasoning

Students make decisions about how to set up a problem.

- Decide about the approach, materials and strategies to use
- Use tools and strategies such as manipulatives or sketches to model problems

Students solve problems in reasonable ways and justify reasoning.

- Explain the reasoning used with concrete objects and pictorial representations
- Make precise calculations and check the validity of the results from the context of the problem
- Use estimation to verify the reasonableness of calculated results

POINTERS FOR PARENTS

MATH

✏ *Let your child use large graph paper to color in patterns and make designs to teach length, measurement, and capacity.*

✏ *Sing songs and play hands-on games with your child counting, comparing, sorting, and ordering objects to help your child learn about numbers, quantities, and shapes.*

✏ *Put different objects out on a table and have your child classify objects by size, shape, color, function, etc. Use objects from two different rooms in your home and see if they can identify the difference.*

✏ *Provide many opportunities to count forwards and backwards to and from 10: by twos to 10 and by fives and tens to 50. Count and write the number of objects in a set.*

✏ *Play Bingo to help your child identify numbers. Have them call out the numbers, too.*

History/Social Science

LEARNING AND WORKING NOW AND LONG AGO

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:

- Examples of rules, such as sharing and taking turns, and the consequences of breaking them
- Examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories and in folklore
- The beliefs and related behavior of characters in stories from times past, and the consequences of their actions

Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community, and historical accounts.

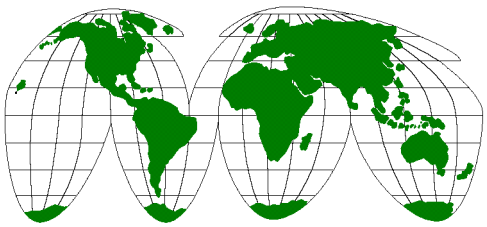
Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:

- Determining the relative location of objects using near/far, left/right, behind/in front
- Distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes
- Identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)
- Constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines
- Demonstrating familiarity with the school's layout, environs, and the jobs people do there

Students put events in temporal order by using a calendar, placing days, weeks, and months in proper order.

Students understand that history relates to events, people, and places of other times, in terms of:

- The purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were behind the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day)
- The triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin
- The different ways people lived in earlier days and how their lives would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organizations, rules and laws)



Science

Physical Sciences

Properties of materials can be observed, measured and predicted. As a basis for understanding this concept, students know:

- Objects can be described in terms of the materials they are made of (clay, cloth, paper, etc.) and their physical properties (color, size, shape, weight, texture, flexibility, attraction to magnets, floating and sinking, etc.)
- Water can be a liquid or a solid and can be made to change back and forth from one form to the other
- Water left in an open container evaporates (goes into the air) but water in a closed container does not

Life Sciences

Different types of plants and animals inhabit the Earth. As a basis for understanding this concept, students know:

- How to observe and describe similarities and differences in the appearance and behavior of plants and of animals (e.g., seed-bearing plants, birds, fish, insects)
- Stories sometimes give plants and animals attributes they do not really have
- How to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs)

Earth Sciences

The Earth is composed of land, air, and water. As a basis for understanding this concept, students know:

- Characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms
- Changes in weather occur from day to day and over seasons, affecting the Earth and its inhabitants
- How to identify resources from the Earth that are used in everyday life and that many resources can be conserved

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- Observe common objects using the five senses
- Describe the properties of common objects
- Describe the relative position of objects using one reference (e.g., above or below)
- Compare and sort common objects based on one physical attribute (including color, shape, texture, size, weight)
- Communicate observations orally and in drawings

POINTERS FOR PARENTS

HISTORY/SOCIAL SCIENCE

- *Expose your child to maps and globes.*
- *Talk about our country with your child (e.g., who the president is and what he does, where the capital of our country is, where the capital of our state is).*
- *Point out the seven continents and some interesting facts to your child (e.g., some history, landmarks, popular places, weather conditions, wildlife).*
- *Review special holidays, their origins and symbols, discuss and read why we celebrate them with your child. (e.g., Earth Day, Groundhog Day, President's Day, St. Patrick's Day, May Day, Labor Day). Draw pictures to represent these holidays.*
- *Talk about symbols of our country and state with your child (e.g., American flag, White House, Capitol, Bald Eagle).*

SCIENCE

- *Let your child explore and come to learn that the world is an amazing place. Try to find answers to his inquisitive questions about things. Those how and why questions can be used as special learning moments with your child. Provide straightforward answers and demonstrations if appropriate.*
- *Point out different kinds of pebbles, rocks, worms, leaves etc., to your child. Look at things closely, describe and discuss the different characteristics of the objects. Have your child collect rocks, shells, leaves, etc., and discuss the similarities and differences.*
- *Have your child practice using all five senses and pointing out what our senses do for us and how they work.*
- *Grow a plant at home from seed and draw pictures showing the planting and growing stages. Illustrate you watering and feeding your plant too. Point out the different parts of plants. Label the parts of a plant your child draws.*
- *If you have an animal encourage your child to help take care of the animal. If not think about having a fish and having your child help take care of the fish. Read about what needs to be done to take care of a fish.*

Mission Statement

The Escondido Union School District, in partnership with our community, commits to providing quality learning experiences for all students in a supportive environment, enabling them to be lifelong learners, productive members of the community, and positive contributors.

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