

LANGUAGE ARTS

Reading Process

- knows the names of the letters of the alphabet both upper and lower case
- knows the sounds of the letters of the alphabet
- knows basic phonemic awareness (for example, states correct number of words in a sentence, knows which sound is in the beginning, middle, end of a word, blends individual sounds into words, identifies words the begin and/or end the same)
- understands that print conveys meaning
- understands how print is organized and read (for example, locating print on a page, matching print to speech, knowing parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line)
- decodes simple words in isolation and in context
- uses strategies to comprehend text (for example, predicting, retelling, discussing, asking questions)
- identifies and sorts common words into basic categories

Writing Process and Applications

- uses prewriting strategies (for example, drawing pictures, recording or dictating questions for investigation)
- explains drawings or writing to express ideas
- generates ideas through brainstorming, listening to text read by teacher, discussion and other oral language activities
- writes simple stories, poems, rhymes, or song lyrics
- spells simple words with knowledge of letter/sound relationships
- revises a piece of writing to add more details
- knows patterns of sound in oral language (for example, rhyming, choral poetry, chants)
- uses repetition, rhyme, and rhythm in oral and written texts (for example, reciting songs, poems, and stories with repeating patterns; substituting words in a rhyming pattern)
- recognizes the differences between less formal language that is used at home and more formal language that is used at school and other public settings
- understands that word choice can shape ideas, feelings, and actions (for example, story language, descriptive words)

Communication

- prints letters and words (recognizes difference between numerals and upper and lowercase letters, prints left-to-right and top-to bottom, uses appropriate spacing)
- listens and understands directions for performing tasks (3 or 4 step directions)
- listens to oral language in different forms (for example, stories read aloud, audio tapes, nursery rhymes, songs)
- follows rules of conversation (for example, taking turns speaking and listening, uses complete sentences when speaking)

- listens for specific information, including sequence of events and main idea

Information and Media Literacy

- uses simple reference resources to locate and attain information (print and non-print media)
- asks questions and recognizes the media specialist or teacher as an information source
- identifies the purpose of informational text and distinguishes the difference between text read for information and text read for pleasure
- recognizes that authors, illustrators, and composers create informational sources
- uses technology to support learning

Literary Analysis

- knows the sequence of events, characters, and setting of stories (for example, read-aloud stories)
- knows a variety of familiar literary genres (for example, fiction, nonfiction, picture books, fairy tales, legends)
- identifies purpose of fiction and nonfiction text
- makes connections between characters and simple events in a read-aloud book to own life
- uses a variety of personal interpretations to respond to stories and poems (for example, talk, movement, music, art, drama, writing)
- knows rhymes, rhythms, and patterned structures in children’s text (for example, repetitive text, pattern books, nursery rhymes)
- self-selects fiction and nonfiction material for pleasure reading

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.

MATHEMATICS

Algebra

- counts up to 20 or more objects using verbal names, written numerals, and one-to-one correspondence with manipulatives
- reads and writes numerals to 20 or more
- compares, orders, and creates sets up to 20 to solve problems
- uses cardinal and ordinal numbers up to 20 to solve problems

- solves word problems involving composing (joining) and decomposing (separating) sets
- identifies and extends numeric and non-numeric repeating and growing patterns
- creates numeric and non-numeric repeating and growing patterns
- records data on graphs and charts using concrete objects
- analyzes information derived from graphs by comparing data

Geometry and Measurement

- describes concepts of time (for example, before or after, shorter or longer)
- uses identifiers such as day, week, month, and year
- knows the time of day as day or night, morning, afternoon, or evening, and yesterday, today, or tomorrow
- identifies and demonstrates an understanding of the value of pennies, nickels, and dimes
- compares and orders objects directly by comparing them with each other (length, height, and weight)
- compares and orders objects indirectly by comparing them with a third object or measurement (length, height, and weight)
- describes two-dimensional and three-dimensional shapes using a variety of attributes
- sorts and resorts two-dimensional and three-dimensional shapes using a variety of attributes
- identifies, names, and describes two-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, and trapezoids
- identifies, names, and describes three-dimensional shapes such as spheres, cubes, and cylinders
- uses manipulatives to model objects in the environment and to build more complex shapes
- uses geometric shapes and appropriate geometric vocabulary to interpret the physical world

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.
- ☞ Have your child describe patterns in your home and outside – for example, in tiles, articles of clothing, nature, and so on.
- ☞ Have your child identify coins and discuss their value.

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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The graphic features a colorful illustration of a schoolhouse with a bell tower, surrounded by children playing. To the right, the text "What Your Child is Expected to Learn in" is in a standard font, and "Kindergarten" is written in a large, bold, black, slanted font.

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