

LANGUAGE ARTS

Reading Process

- knows the sounds of the letters of the alphabet and applies one-to-one correspondence to sounding out words
- 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
- decodes simple words in isolation and in context
- uses strategies to comprehend text (for example, predicting, retelling, discussing, asking questions, context clues)
- identifies and sorts common words into basic categories
- uses new vocabulary that is introduced and taught directly

Writing Process and Applications

- uses prewriting strategies (for example, drawing pictures, recording or dictating questions for investigation)
- demonstrates ability to sequence events during shared writing exercises
- 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 a variety of activities
- uses basic writing formats (for example: labels, lists, captions, stories)
- 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 LEGIBLY using manuscript form (writes 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)
- 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.
- ☞ Discuss favorite words, characters, scenes, and plot twists.
- ☞ 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. Talk together about the sorting process used to organize. (laundry, dishes, garage).
- ☞ Allow your child to create “original” drawings and writings that convey understanding of main idea.

MATHEMATICS

Algebra

- reads and writes numerals to 100
- compares and orders whole numbers up to 100
- uses manipulatives to represent and model addition and subtraction situations with sums up to 20
- uses cardinal and ordinal numbers up to 20
- solves word problems involving composing (joining) and decomposing (separating) sets

- uses manipulatives, diagrams, and other strategies to solve routine and non-routine problems
- identifies and extends numeric and non-numeric repeating and growing patterns and explains their reasoning
- creates numeric and non-numeric repeating and growing patterns
- explores numbers and number relationships by analyzing data derived from tables, charts and graphs

Geometry and Measurement

- knows ways to measure time including days of the week and using a calendar
- measures objects (length and weight) using standard and nonstandard units of measurement
- recognizes, describes, names, builds, draws, manipulates, and sorts two-dimensional and three-dimensional shapes
- explores and investigates attributes of shapes (e.g., create shapes using pattern blocks and geoboards, experimentation with folded paper)
- solves problems using transformations, such as slides, flips and turns
- 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

- ☞ Help your child learn the link between quantities and numerals by playing games that involve cards, dice, or dominoes.
- ☞ Use a variety of time measurements in everyday discussions (e.g., analog clock, calendar to count and mark the days until a special event, kitchen timers, hour glasses).
- ☞ When grocery shopping, estimate how much the produce weighs and check by using the scales.
- ☞ Draw attention to objects that look different when they are turned sideways or flipped over.
- ☞ Encourage your child to use mathematical language (sphere, cube, cylinder, more, less, equal to).
- ☞ Have your child use two different kinds or colors of manipulatives to show all 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).

SOCIAL STUDIES

American History

- formulates questions when examining primary sources
- recognizes historical figures and events in American History
- discusses historical events using timelines

Geography

- differentiates between features identified on a map or globe
- describes key places in community and Brevard County (KSC, Cape Canaveral Port, Parks, and Beaches)
- understands how weather effects Brevard County

Economics

- uses decision making skills to determine needs versus wants
- identifies self as a consumer
- recognizes values of currency

Civics and Government

- defines school and community rules and states why they are important
- identifies symbols and notable figures that represent the United States
- demonstrates character education traits and life skills

Ideas for Helping Your Child at Home

- ☞ Discuss family rules and why they are important.
- ☞ Purchase a community map and talk about places you visit.
- ☞ Volunteer to help in a community event.
- ☞ Discuss current events with your child.

SCIENCE

The Nature of Science

- collaborates with others to collect data, ask questions, investigate problems and generate conclusions based on hands on exploration
- makes observations, predicts outcomes and explores experiments using the five senses
- keeps records as appropriate-such as pictorial and written records- of investigations conducted

Earth and Space Science

- explores the Law of Gravity and the factors that affect the force of gravity
- investigates the real world using magnifiers
- recognizes patterns related to Earth. i.e. night/day, seasons
- recognizes water as a valuable resource and how to be safe around water

Physical Science

- sorts objects by observable properties, such as size, shape, color, temperature, weight and texture
- understands that matter can undergo a variety of changes
- investigates the ways things move in different ways by applying a push or pull

Life Science

- makes observations of living things and their environment using the five senses
- differentiates between living and nonliving things
- knows that living things need food, water, space and air for survival

Ideas for Helping Your Child at Home

- ☞ Use your house to explore science. Find simple machines that make work easier, cook to discover changes in matter, and observe wildlife by planting flowers or hanging a birdfeeder.
- ☞ Engage your child by asking “good questions” that pose problems and require evidence to solve the question.
- ☞ Keep a science journal by drawing pictures of daily events that require science.
- ☞ Use science vocabulary with your child.

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TK-1 Grade Level Expectations have been developed by Brevard Public Schools using information from the kindergarten and first grade Sunshine State Standards with some adaptations.

What Your Child is Expected to Learn in



TK-1

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