

# Elementary

## Kindergarten

### Reading/Language Arts

#### *Prerequisites:*

#### *Before entering kindergarten, students should be able to*

- Use self-help skills (examples: bathroom independently, zip, button, buckle, snap, etc.).
- Speak and share ideas in complete sentences.
- Listen to and talk about stories that were read to them.
- Play with rhyme, rhythm, and repetition in poems, songs, and stories (examples: Dr. Seuss books, Mother Goose Rhymes, etc.).
- Use materials, tools, and toys to develop muscles in fingers and hands (examples: Legos, Play-Doh, scissors, crayons, etc.).
- Think about their experiences with letters and recognize some letters of the alphabet (examples: letters in names, street signs, store names, singing the alphabet, etc.).
- Recognize their first names in print and write them.
- Relate printed words to spoken language.
- Make marks and pictures that look like writing.

#### *Competencies:*

#### *During kindergarten, students will*

- Identify upper- and lower-case letters.
- Demonstrate one-to-one match between spoken words and printed words in text.
- Know the difference between a letter and a word.
- Recognize that sentences are made up of words separated by spaces.
- Hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.
- Speak in complete sentences and listen attentively by facing speakers.
- Make rhyming words and tell rhyming words from non-rhyming words.
- Blend sounds to form one-syllable words.

- Blend spoken first part and last part of words to form simple words.
- Identify syllables in spoken words.
- Break down one-syllable words into separate sounds, clearly saying beginning, middle, and ending sounds.
- Use letter-sound knowledge to match sounds to letters.
- Use letter-sound relationships to decode regular words and to spell consonant-vowel-consonant words.
- Read basic high-frequency words and read aloud from familiar, predictable text.
- Retell important facts from text and predict what might happen next in a story.
- Describe characters in a story and the reasons for their actions.
- Write their own names.
- Form uppercase and lowercase letters so others can read them.
- Plan a first draft of writing by generating ideas in class discussions.
- Develop their writing by putting the details of their stories in order of events.
- Write short poems and experiment with writing in different ways.
- Use punctuation at the end of a sentence.

#### *Outside of School:*

#### *As parents, you can provide opportunities for your kindergartner to*

- Listen to you read daily, and answer questions you ask.
- Sing songs and recite rhymes.
- Talk with you about letters and words around them (examples: menu at McDonald's, food packaging at Kroger, displays at Target, etc.).
- Draw and create with pencils, crayons, paper, and scissors.
- Practice writing his or her name with uppercase and lowercase letters.
- Watch you write (examples: grocery list, phone message).
- Play letter games (examples: magnetic letters on the refrigerator, find letter 'C' on a can of corn, etc.).

## Mathematics

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### *Prerequisites:*

#### *Before entering kindergarten, students should be able to*

- Count objects to 10.
- Count aloud to 20.
- Recognize numbers 0 through 10.
- Write numbers 0 through 5.
- Know the difference between letters and numbers.
- Make sets of objects (example: 8 blocks).
- Sort objects by color, size, and shape.
- Identify these colors: red, yellow, blue, orange, green, purple, black, and brown.
- Understand and use words that show position (examples: up, down, over, under, beside, behind, and below).
- Begin to understand patterns and create a two-member pattern (example: XOXOXO or +\*\*+\*\*+\*).
- Identify these shapes: circle, triangle, rectangle, and square.
- Use pairs of opposite words such as short and tall, short and long, big and little, hot and cold.
- Understand the idea of more and less.
- Begin to understand the concept of time (example: days of the week).
- Follow simple directions.
- Use numbers that have personal meaning to them (examples: phone number, address, birthday, and age).

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### *Competencies:*

#### *During kindergarten, students will*

- Recognize, count aloud to 100, and write numbers.
- Identify patterns, add to them, and create new ones.
- Sort and arrange items by traits or by category.
- Use numbers to describe how many objects are in a set.
- Use language and one-to-one correspondence to describe relative sizes of sets.
- Make and use graphs of real objects or pictures to answer questions.
- Read a calendar, using days, weeks, and months.

- Describe the order of events or objects, using words such as first, second, before, after, and between.
- Compare situations according to temperature, and use time to compare events according to duration.
- Compare and order objects according to length, weight, or capacity.
- Identify, describe, and compare shapes and solids in real-life objects.
- Show and create simple addition and subtraction in real-life situations, using objects like blocks, buttons, etc.
- Solve problems connected to things that happen in everyday life.
- Write numbers 0 through 10, using correct formation.

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### *Outside of School:*

#### *As parents, you can provide opportunities for your kindergartner to*

- Solve problems in everyday situations.
- Look at and talk about numbers in real-life situations.
- Measure things at home (example: ingredients in a recipe).
- Point out shapes and colors all around you.
- Talk about time (examples: now, later, yesterday, today, and tomorrow).
- Practice identifying and writing numbers.
- Play board games and do other activities that involve counting.
- Read counting and number books with you.
- Sort objects by traits or category (examples: alike and different, color, size).
- Look for patterns in your environment (examples: petals on a flower, bricks on a house, repeating designs on wallpaper, etc.).
- Practice counting aloud.
- Count objects.

## Science

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### *Prerequisites:*

#### *Before entering kindergarten, students should be able to*

- Use the five senses to make observations and discoveries.
- Identify changes in daily life (seasons, weather, temperature).
- Practice and understand science lab safety rules (do not taste unknown items).
- Make predictions.
- Identify patterns.
- Identify and name body parts.
- Ask and answer simple questions.
- Explain decisions and observations in their own words.

### *Competencies:*

#### *During kindergarten, students will*

- Know and practice simple basic safety rules during science investigations.
- Identify the five senses, and use them to make observations and discoveries.
- Gather information using tools such as hand lenses, balances, and cups.
- Observe, identify, and predict what happens next.
- Know that heat causes change.
- Describe, sort, and classify objects from their environment (living and nonliving).
- Explain basic needs of plants and animals.
- Give examples of ways that rocks, soil, and water are useful.

### *Outside of School:*

#### *As parents, you can provide opportunities for your kindergartner to*

- Discuss schoolwork and activity sheets with you.
- Make observations and discuss issues concerning the environment.
- Practice good health habits.
- Watch science-oriented programs on television (the Discovery Channel).
- Read nonfiction books on science topics.
- Read magazines such as *Your Big Backyard* and *Zoo Books*.

- Visit museums, zoos, farms, libraries, etc.
- Observe weather patterns and changes (clouds, storms, puddles).
- Observe and discuss things found in nature (shadows, insects, water, etc.).
- Use directional words (left/right, top/bottom, over/under, etc.).
- Discuss the importance and use of safety gear such as helmets when biking, knee/elbow pads when skating, and life vests when boating.
- Discuss fire safety.

## Social Studies

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### *Prerequisites:*

#### *Before entering kindergarten, students should be able to*

- Obtain information through listening, speaking, and observing.
- Use both words and pictures to express ideas.
- Identify the United States flag and the Texas flag.
- Name self and identify family members.
- Describe family customs and traditions.
- Identify rules and purposes for having rules.

### *Competencies:*

#### *During kindergarten, students will*

- Express ideas orally based on knowledge and experiences.
- Obtain information about a topic using oral sources (conversations, interviews) and using visual sources (pictures, symbols, maps).
- Identify self by name, address, telephone number, and birthday.
- Identify family members, customs, and traditions.
- Place events in order of time (first, next, last).
- Use terms to describe location (over, under, near).
- Distinguish between land and water on a globe and map.
- Explain how basic human needs (food, clothing, shelter) can be met.
- Identify rules that provide order and safety in the home and school.
- Identify American symbols, customs, and celebrations (flag, voting, Independence Day).

- Identify ways technology is used in the home and school.
- Identify authority figures in the home, school, and community.

### ***Outside of School:***

#### ***As parents, you can provide opportunities for your kindergartner to***

- Learn home address, phone number, and full name.
- Talk about the order of daily events using words like *first*, *then*, *next*, and *last*.
- Look at and discuss simple maps.
- Distinguish between needs and wants.
- Visit museums.
- Discuss family traditions and celebrations.
- Discuss the importance of rules in the home and neighborhood.

## **Grade 1**

### **Reading/Language Arts**

#### ***Prerequisites:***

#### ***Before entering 1<sup>st</sup> grade, students should be able to***

- Listen carefully and follow one- or two-step instructions.
- Write their names (first and last).
- Recognize all letters in capital and lowercase form.
- Begin to read and write by learning to match letters with sounds for consonants and short vowels.
- Separate one-syllable words into beginning, middle, and ending sounds.
- Name and make rhyming words.
- Read kindergarten high-frequency words alone.
- Show understanding by retelling a story or by acting out the story.

#### ***Competencies:***

#### ***During 1<sup>st</sup> grade, students will***

- Speak clearly at an appropriate pace and to the point, using the conventions of language.
- Share information and ideas about the topic under discussion.

- Work productively with others in teams.
- Use comprehension skills to listen attentively to others in formal and informal settings.
- Understand that spoken words are represented in written English by specific sequences of letters, and that we read these words in text by moving from top to bottom of the page and track words from left to right with return sweep.
- Blend spoken sounds to form one- and two-syllable words
- Isolate beginning, middle, and ending sounds in one-syllable spoken words.
- Segment spoken one-syllable words into individual sounds (examples: /s/, /p/, /l/, /a/, /t/)
- Use phonics skills to decode words in context and in isolation.
- Gain meaning from a variety of texts by drawing on useful strategies such as predicting, asking questions, locating facts and details in text, and making corrections and adjustments when understanding breaks down.
- Analyze, make inferences, and draw conclusions about a variety of different types of text, and show parts of the text that helped their understanding.
- Learn about the following kinds of words and parts of words.
  - contractions (example: can't)
  - compound words (example: popcorn)
  - base words (example: look)
  - endings (examples; -s, -ed, -ing)
- Read grade-level-appropriate text with fluency and understanding.
- Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the order of events.
- Describe characters in a story and the reasons for their actions and feelings.
- Talk about the main idea and the important facts and details in text.
- Determine what words mean from how they are used in a sentence.
- Use basic conventions in their writing.
  - capitalization (examples: first letter of a sentence, the pronoun "I," names)
  - punctuation (examples: periods, exclamation marks, question marks)
- Use the elements of the writing process (planning, drafting, revising, editing, and