



Standards-Based Progress Reports “A Parent’s Guide” Kindergarten

Includes the following:

- Guide to Standards-Based Grading
- Standards for English/Language Arts (ELA)
- Standards for Mathematics
- Scope and Sequence for Science

Norwalk Public Schools

K-5 Guide to Standards Based Grading

(2016 - 2017)

In K-5 in the Norwalk Public Schools, we envision a student and parent-friendly progress report with clearly defined learning targets aligned to high quality, balanced assessments. Our Standards-Based Progress Report seeks to provide meaningful feedback so both students and parents can track student progress toward mastery of key academic concepts, reflect upon strengths and weaknesses, and identify multiple pathways to deeper learning.

What are standards?

Educational standards are the learning goals for what students should know and be able to do at each grade level. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children. For example:

What is standards-based grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The standards we use are those identified by the Connecticut State Department of Education. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets. This is in contrast to the practice of simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific content area in the current grade.

How does standards-based grading differ from traditional grading?

Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance.

Thus a student who may have struggled at the beginning of the year, or when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

In a traditional grading system, a student's performance for an entire grading period is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards separate academic performance from work habits and behavior in order to provide students and parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

What do each of the numbers in the 4 point scale indicate?

An Academic Rating of (1) would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard and therefore does not meet the standard. For example:

Students at this level are beginning to identify concepts, vocabulary and/or use skills. They are unable to make connections among ideas or extend the information. While it might be expected that all students are performing at this level when learning begins, subsequent practice should lead to increased levels of performance.

An Academic Rating of (2) would indicate that a student is approaching/developing an understanding of a standard, but still may be in need of additional instruction and/or support. For example:

The difference between an Academic Rating of (1) and an Academic Rating of (2) student is the ability to demonstrate some understanding. At an Academic Rating of (2), a student can correctly identify some concepts and/or vocabulary, and/or use some skills. Students at an Academic Rating of (2) do not make connections among ideas nor are they able to demonstrate their learning without support.

An Academic Rating of (3) would indicate that a student has independently met the standard. The student demonstrates mastery of the standard. For example:

An Academic Rating of (3) represents those students who are independently able to meet the standards. Students who are performing at an Academic Rating of (3) understand and use concepts and/or vocabulary and/or skills independently. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why."

An Academic Rating of (4) would indicate that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply his/her knowledge at a higher level (Webb's Depth of Knowledge 3 & 4). For example:

A student who is able to consistently perform at an Academic Rating of (4) is one who independently demonstrates extensions of his/her knowledge. S/He should be able to create analogies and/or find connections, integrating areas of study. Not all standards can be rated (4).

ELA

Standards for:
English/Language Arts
(ELA)

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards: Foundational Skills (K–5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ELA Common Core State Standards and Long-Term Learning Targets Kindergarten

CCS Standards: Reading - Literature	Long-Term Target(s)
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	With support, I can ask questions about important details in a literary text. With support, I can answer questions about important details in a literary text.
RL.K.2. With prompting and support, retell familiar stories, including key details.	With support, I can retell a story I know using important details.
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	With support, I can describe the characters, setting and major events of a story using details.
RL.K.4. Ask and answer questions about unknown words in a text.	I can ask questions about words I don't know in a literary text. I can answer questions about words I don't know in a literary text.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	I can identify different types of literary texts. (e.g., storybooks, poems).
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	With support, I can describe the author's job in telling a story. With support, I can describe the illustrator's job in telling a story.
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With support, I can make connections between pictures and words in a story.
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	With support, I can compare and contrast things that happen to characters in stories that I know.
RL.K.10. Actively engage in group reading activities with purpose and understanding.	I can actively participate in group reading activities.
CCS Standards: Reading – Informational Text	Long-Term Target(s)
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	With support, I can ask questions about important details in an informational text. With support, I can answer questions about important details in an informational text.
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	With support, I can identify the main topic and details of an informational text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	With support, I can describe how two people, events, and/or ideas are connected in informational texts.
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	With support, I can ask questions about words I don't know in informational texts. With support, I can answer questions about words I don't know in informational texts.
RI.K.5. Identify the front cover, back cover, and title page of a book.	I can identify the front cover, back cover and title page of an informational text.
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can describe the author's role in creating an informational text. I can describe the illustrator's role in creating an informational text.
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	With support, I can make connections between the pictures and words in an informational text.
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	With support, I can describe details an author gives in an informational text.
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	With support, I can compare and contrast informational texts about the same topic (illustrations, descriptions, procedures).
RI.K.10. Actively engage in group reading activities with purpose and understanding.	I can actively participate in group reading activities.
CCS Standards: Reading – Foundational Skills	Long-Term Target(s)
RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	I can show how words are organized and used in a text. a. I can follow words from left to right, top to bottom and page by page. b. I can describe how words I hear can be written in letters. c. I can identify spaces between words in print. d. I can name all upper and lower case letters of the alphabet

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	I can teach my reader about a topic using pictures and words.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	I can tell a story to my reader using pictures and words.
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With support from adults, I can use feedback from peers to make my writing stronger. With support from adults, I can revise my writing by adding details.
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With support from adults, I can use digital tools to publish my writing.
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	I can participate in shared research projects. I can participate in shared writing projects.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With support from adults, I can answer questions about things I've done or learned about.
CCS Standards: Speaking & Listening	Long-Term Target(s)
SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	I can participate in small and larger group conversations with peers and adults about kindergarten topics and texts. a. I can follow our class norms when I participate in a conversation. b. I can build upon what others say when I participate in a conversation.
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	I can ask questions when I am confused about a text or information that has been read aloud or shown to me. I can answer questions to show what I know about a text or information that has been read aloud or shown to me.

<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 	<p>I can use a variety of strategies to read words I don't know.</p> <ol style="list-style-type: none"> a. I can identify new meanings for words I know. <ol style="list-style-type: none"> a. I can use words I know in different ways that make sense. (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. I can use common beginnings and endings to help me know what a word means. (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>)
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<p>I can use a variety of strategies to figure out what words mean. (with support)</p> <ol style="list-style-type: none"> a. I can sort words into categories. b. I can identify antonyms of common verbs and adjectives. This means I can name the opposite words for common verbs and adjectives. c. I can make connections between words and their use. d. I can act out the meanings of similar action verbs to show that I know the differences between them.
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>I can speak using words I hear in conversations.</p> <p>I can speak using words I hear in books.</p>

Math

Standards for:
Mathematics

Kindergarten » Introduction

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In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

Math Common Core State Standards and Long-Term Learning Targets Kindergarten

CCS Standards: Counting and Cardinality	Long-Term Target(s)
K.CC.1. Count to 100 by ones and by tens.	I can count to 100 by ones and by tens.
K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	I can count forward starting at any number I know.
K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	I can write numbers from 0 to 20. I can use numbers to show how many objects there are in a group.
K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. - Understand that each successive number name refers to a quantity that is one larger. 	I can count the objects in a group one-by-one. I can tell how many objects are in a group. I can explain what happens to the number of objects in a group when another object is added.
K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	I can count objects to find out how many are in a group. I can create a group of objects to show any number from 1-20.
K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)	I can compare groups of objects using the words “greater than”, “less than”, or “equal to” by matching and counting.
K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.	I can compare two numbers between 1 and 10 when they are written as numerals.
CCS Standards: Operations and Algebraic Thinking	Long-Term Target(s)
K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ¹ Drawings need not show details, but should show the mathematics in the problem.	I can show addition and subtraction in many ways (with objects, fingers, drawings, mental images, sounds, verbal explanations, expressions, equations, or acted-out situations).

K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	I can solve story problems by adding and subtracting. (within 10)
K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	I can break down numbers (up to 10) into added pairs in two or more ways.
K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	When given any number from 1-9, I can show the number needed to make 10.
K.OA.5. Fluently add and subtract within 5.	I can add and subtract within 5 with fluency.
Standards: Number & Operations in Base Ten	Long-Term Target(s)
K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	I can explain how I use groups of tens and ones to represent any number from 11 to 19.
CCS Standards: Measurement & Data	Long-Term Target(s)
K.MD.1. Describe measurable attributes of objects	I can describe objects by how they can be measured.
K.MD.2. Directly compare two objects with a measurable attribute in common	I can compare two objects by their measurements.
K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	I can sort objects into categories and put the categories in order by number of objects.
CCS Standards: Geometry	Long-Term Target(s)
K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	I can describe familiar objects using the names of shapes. I can describe where objects are located by using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
K.G.2. Correctly name shapes regardless of their orientations or overall size.	I can identify shapes no matter what size they are or how they are placed.
K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	I can determine if shapes are two-dimensional or three-dimensional.
K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having	I can compare 2D and 3D shapes using a variety of features.

sides of equal length).	
K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	I can create models of shapes I see by building or drawing them.
K.G.6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	I can create larger shapes by using several smaller shapes.

Science

Content Standards

For

Science

PreK-Kindergarten

Core Themes, Content Standards and Expected Performances

Content Standards	Expected Performances
<p>Physical Science</p> <p><i>Properties of Matter – How does the structure of matter affect the properties and uses of materials?</i></p> <p>K.1 - Objects have properties that can be observed and used to describe similarities and differences.</p> <ul style="list-style-type: none"> ◆ Some properties can be observed with the senses, and others can be discovered by using simple tools or tests. 	<p>A 1. Use the senses and simple measuring tools, such as rulers and equal-arm balances, to observe common objects and sort them into groups based on size, weight, shape or color.</p> <p>A 2. Sort objects made of materials such as wood, paper and metal into groups based on properties such as flexibility, attraction to magnets, and whether they float or sink in water.</p> <p>A 3. Count objects in a group and use mathematical terms to describe quantitative relationships such as: same as, more than, less than, equal, etc.</p>
<p>Life Science</p> <p><i>Heredity and Evolution – What processes are responsible for life's unity and diversity?</i></p> <p>K.2 - Many different kinds of living things inhabit the Earth.</p> <ul style="list-style-type: none"> ◆ Living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction and response to stimuli. 	<p>A 4. Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects and mammals (including humans).</p> <p>A 5. Describe the similarities and differences in the appearance and behaviors of adults and their offspring.</p> <p>A 6. Describe characteristics that distinguish living from nonliving things.</p>
<p>Earth Science</p> <p><i>Energy in the Earth's Systems – How do external and internal sources of energy affect the Earth's systems?</i></p> <p>K.3 - Weather conditions vary daily and seasonally.</p> <ul style="list-style-type: none"> ◆ Daily and seasonal weather conditions affect what we do, what we wear and how we feel. 	<p>A 7. Describe and record daily weather conditions.</p> <p>A 8. Relate seasonal weather patterns to appropriate choices of clothing and activities.</p>

Science and Technology in Society – How do science and technology affect the quality of our lives?

K.4 - Some objects are natural, while others have been designed and made by people to improve the quality of life.

- ◆ Humans select both natural and man-made materials to build shelters based on local climate conditions, properties of the materials and their availability in the environment.

A 9. Describe the types of materials used by people to build houses, and the properties that make the materials useful.