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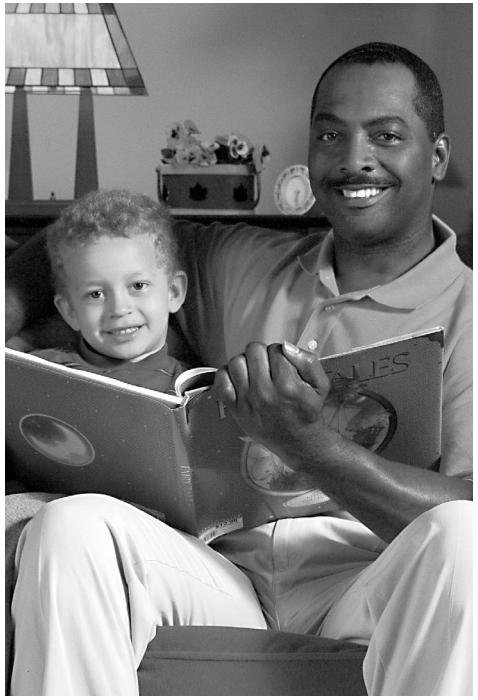
A Standards Guide for Families



Reading
Writing
Mathematics
Science
Social Studies

What is Expected in Grade K

Department of
Education

Standards now,
knowledge for a lifetime.

Dear Family,

Education in Ohio is changing. This change will help your child succeed in school. It also will better prepare your child for success in college or the work force upon high school graduation.

The basis of this change is new **academic content standards**, which define what your child should know and be able to do at every grade level. There are new standards in English language arts (reading and writing), mathematics, science and social studies.

These new standards let teachers know what they are expected to teach and students know what they are expected to learn. Standards also help educators identify and measure what students know and can do.

Part of this system will include achievement tests to determine how well your child is making progress toward these new standards. These tests will replace the current Ohio Proficiency Tests.

The information in this guide will give you a sample of some of the things your child will need to know and be able to do in reading, writing, mathematics, science and social studies for kindergarten. The guide also has helpful practice problems, tips and activities you can do with your child to help him or her achieve the new standards.

*It is important to note that the information in this guide is **not** the complete set of standards; rather, this information is designed to highlight a select number of skills that your child should know and be able to do in kindergarten.* The official standards documents, designed for teachers' use, are in some cases several hundred pages long. This booklet has been reduced to this size for your convenience.

To view the complete set of standards, visit the Ohio Department of Education Web site at **www.ohioacademicstandards.com**.

I sincerely thank you for the time, interest and energy you are investing in your child's education. I hope this guide is one of many tools you use to help your child reach these new standards and achieve success inside and outside the classroom.

Sincerely,

Susan Tave Zelman
Superintendent of Public Instruction

Tips *and Activities*

- As your child is learning the days of the week, you might ask "What day is today?" "What day comes next?" "What day was it yesterday?"
- It is important that your child be able to identify him or herself. Have your child practice saying his or her address clearly.
- On a shopping trip, explain to your child how decisions are made about which items to purchase.
- Use blocks or other objects to represent places such as the houses on your street.
- When you ask your child to complete a task, have him or her repeat the directions back to you to make sure that he or she has listened and understood.

Note: Some of the tips and activities in this guide were derived from "parent tips" posted on the Web sites of Georgetown County School District in South Carolina (www.gcsd.k12.sc.us) and Chelsea Publishing House (www.teachervision.com). These resources were used with permission of the authors whom we gratefully acknowledge.

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Language Arts

Phonemic Awareness, Word Recognition and Fluency

What this means: *Being able to read well by sounding out words, recognizing them by sight and reading out loud with ease and fluency.*

- Read own first and last name.
- Be able to say all upper (A) and lowercase (a) letters.

Check your understanding: ***Upper and Lowercase Letters***

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

- Hear and say rhyming words and patterns.
- Know the difference between a word and a letter.
- Hear and say sounds in a word such as saying the beginning consonant of a word.
- Be able to read one-syllable and common words by sight.
- Tell the number of syllables (word parts) by clapping, snapping or counting.

Check your understanding: ***Syllables***

Words with one syllable:	bat, dog, help, it, run, book
Words with two syllables:	apple, baseball, water, paper
Words with three syllables:	octopus, calendar, ladybug, telephone

- Reread stories alone or in a group and change timing, voice and expression.

Acquisition of Vocabulary

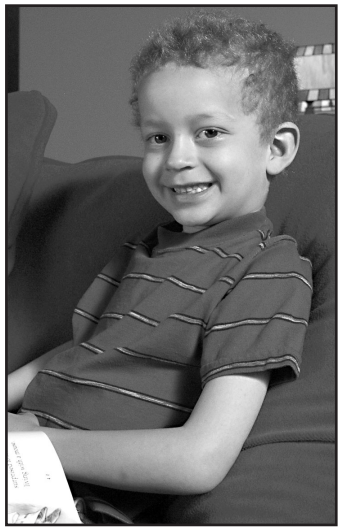
What this means: *Being able to recognize clues in reading, ask questions, listen and converse with adults and peers.*

- Use pictures to understand new words.
- Recognize words, signs and symbols seen in everyday life.
- Identify words in common categories such as color words, number words and words that give directions.

Reading Process – Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

What this means: *Through reading, students will understand the basic concepts and meanings of different types of print materials.*

- Understand that print has meaning by either telling a story or providing information.
- Hold a book right side up, turn pages front to back and read words left to right.
- Know the difference between illustrations (pictures, drawings) and print.
- When reading, be able to tell about things that are similar and different in the reading material using experience and previous knowledge.
- Remember what has been read by putting pictures or events in order.
- Be able to ask and answer questions about what has been read out loud.
- Identify favorite books.



- Show that one can make choices on his or her own and take responsibility for those actions.
- Talk about the traits of a good citizen such as trust, respect, honesty, responsibility, fairness, compassion and self-control.

Check your understanding: ***Traits of a Good Citizen***

As you read stories to your child, help him or her identify the qualities of good citizenship in the story such as honesty and fairness.

Social Studies Skills and Methods

What this means: *Collecting information, organizing it and using it to make decisions.*

- Listen for information.
- Compare similarities and differences among objects or pictures.
- Communicate information.

Check your understanding: ***Goods and Services***

Goods: Objects that you might purchase such as food, clothing or cars.

Services: Actions that you might pay someone to perform such as fixing a car, cutting hair or babysitting.

Government

What this means: *Understanding why government is necessary and how it works.*

- Identify authority figures in the home, school and community (e.g., parent/guardian, principal or teacher, police officer).
- Recognize symbols of the United States including the national flag and the Pledge of Allegiance.
- Be able to tell the purpose for having rules and how they provide order, security and safety in the home, school and community.

Check your understanding: ***Importance of Rules***

Talk about rules with your child, including traffic rules and safety rules at the swimming pool or park. Ask what might happen if there were no rules.

Citizenship Rights and Responsibilities

What this means: *Preparing to become active citizens.*

- Participate and cooperate in classroom activities.
- Take personal responsibility to follow directions and rules.

Reading Applications – Informational, Technical and Persuasive Text

What this means: *Reading, understanding, explaining and critiquing different kinds of written materials such as magazines, essays, maps and online sites.*

- Use pictures to help understand reading material.

Check your understanding: ***Using Pictures to Understand What is Being Read***

Draw a picture together with your child, then each of you tell a story from it.

- Be able to put events in order in the reading material.
- Tell the main idea of what has been read out loud.
- Know how to identify simple maps, charts and graphs.

Reading Applications – Literary Text

What this means: *Organizing and interpreting results through collecting data to answer questions and solve problems, show relationships and make predictions about different types of literature (e.g., fables, tales, short stories).*

- Identify characters and setting (time and location) in a story.
- Retell or act out a story that has been heard.

Check your understanding: ***Remembering What Has Been Heard***

Read a story to your child then ask the child to retell something from the story. Is he or she able to relate the major elements of the story? Does he or she understand the story?

- Know the difference between fantasy (make believe) and reality (fact).

Writing Processes

What this means: *Using the steps of prewriting, drafting, revising and editing to publish different types of writing.*

- Create writing ideas by talking to others.
- Know who will read the writing.
- Organize ideas.
- Write left to right, top to bottom.
- Reread own writing.
- Use resources (e.g., word banks) to build vocabulary.
- Rewrite and illustrate writing samples to share with others.

Writing Applications

What this means: *Learning about, using and choosing appropriate words for different kinds of writing, from letters to scientific reports, and for different audiences.*

- Write simple stories using letters, words or pictures.
- Name or label objects or places.
- Compose informal writings (e.g., notes, labels, cards, signs) for different purposes.

Writing Conventions

What this means: *Understanding and applying punctuation, grammar and spelling rules.*

- Print upper and lowercase letters with the correct spaces between the letters.
- Leave spaces between words when writing.
- Spell words using letter names.
- Use some end consonant sounds when writing.

Geography

What this means: *Identifying the location of places, understanding how places are connected and how human activity affects them.*

- Use terms related to location, direction and distance (e.g., up/down, over/under, here/there, front/back, behind/in front of).
- Recite home address.
- Make models and maps that represent real places such as the classroom.
- Tell the difference between land and water on maps and globes.
- Show familiarity (knowledge) with the school's layout.
- Describe surroundings of the home such as streets, buildings, fields, woods or lakes.
- Find key natural resources that are used in the students' lives every day.

Check your understanding: ***Natural Resources Used Every Day***

Examples of natural resources that students use every day could include **wood** from trees used to make notebook paper, desks or pencils, **cotton** that is used to make students' clothes or **water** students drink.

Economics

What this means: *Understanding how to make decisions in our economic system.*

- Recognize that people have many wants.
- Explain how people make decisions to get what they want.
- Identify goods and services.

Social Studies

Focus: Getting Acquainted with School

History

What this means: *Understanding the pattern of events that have happened in the past.*

- Recite the days of the week.
- Understand the difference between yesterday, today and tomorrow.
- Be able to tell things that happened at an earlier time in his/her life.

Check your understanding: ***Remembering Past Events***

Look at photographs together. Family pictures showing you and your child at different ages are a good choice. Ask "What can you remember about this picture?"

- Recognize state and federal holidays and know why we celebrate them.
- Listen to and discuss songs, poems and stories about the customs of people who have lived in the United States.

People in Societies

What this means: *Identifying both similarities and differences in the traditions of various groups of people.*

- Explain ways that each person is unique and ways that they are different from others.
- Use stories, folktales, music and art to learn about the holidays and customs of other countries.

Check your understanding: ***End Consonant Sounds***

"**g**" in do**g** "**t**" in ba**t** "**d**" in be**d**
"**b**" in ca**b** "**m**" in swi**m**

- Place punctuation marks at the end of sentences.

Research

What this means: *Knowing how to gather information in all subjects using different kinds of tools (e.g., books, computers, magazines) and communicate what is found.*

- Ask questions about an area of interest.
- With the teacher or a family member's help, use books or observations to gather information and explain a topic.
- With the teacher or a family member's help, recall or remember information about a topic.
- Share findings visually and out loud.

Communication: Oral and Visual

What this means: *Delivering presentations on different topics for different types of audiences.*

- Listen to speakers, stories, songs or poems.
- Follow simple oral (spoken) instructions.

Check your understanding: ***Following Simple Oral Instructions***

Help your child learn to follow simple instructions with a game such as "Simon Says." For example, say "Simon Says, touch your toes. Simon Says, touch your head. Now touch your knee."

If the child touches his or her knee, he or she loses a turn (because you didn't say "Simon Says" at the start of the command). Let your child play Simon and give you the orders.

- Speak clearly and understandably.
- Give a presentation about an experience with a beginning, middle and end.
- Recite short poems, songs and nursery rhymes.

Tips and Activities

- Pick a story that has repeated phrases such as this example from "The Three Little Pigs."

  Wolf voice: *Little pig, little pig, let me come in.*
  Pig voice: *Not by the hair on my chinny-chin-chin!*
  Wolf voice: *Then I'll huff and puff and blow your house down!*

  Your child will learn the repeated phrase and have fun joining in with you each time it appears in the story.
- Encourage family members and friends to give books to your child as presents for birthdays or other occasions.
- Teach your child the names of objects in stores.
- Introduce new words when you share a conversation with your child over mealtime or other times.
- Read aloud to your child.
- As you read a story or poem, ask your child to listen for and say the words that begin with the same sound. Then have him or her say another word that begins with that sound.

Tips and Activities

- Have your child identify the sun, moon and stars at various times of the day.
- While watching cartoons, discuss with your child the characters that they see and have them compare cartoons to "real life."
- Discuss the physical features of families from humans to animals to plants and explore the similarities.
- Take your child to the zoo and point out similarities in families of animals.
- Point out various objects in an environment and ask your child whether something is living or non-living and ask him or her to give you reasons why.
- Take your child on a variety of outings to parks, zoos, farms and museums, and sharpen his or her observation skills by playing "I spy." This is a game where you make statements about the characteristics of something in a particular area and the child then tries to figure out what it is. For example, "I spy something tall, brown and green with large red fruit," and the child would point out an apple tree.

Check your understanding: ***Using Non-standard Ways to Measure***

Measure the length of a couch using a non-standard measurement tool such as a cereal box. The couch, for example, might be 5 cereal boxes in length.

- Make pictographs (pictures that represent something graphically) and use them to describe observations and draw conclusions.
- Make new observations when people give a different description of the same thing.

Scientific Ways of Knowing

What this means: *Learning how to think scientifically and understanding how people have shaped the study and practice of science.*

- Understand that exploring science involves asking open-ended questions such as "how?" and "what if?"
- Understand that people are more likely to accept your ideas if you can give them good reasons for the ideas.
- Interact with living things and the environment in ways that show respect.
- Show ways that science is practiced by people every day.

Mathematics

Numbers, Number Sense and Operations

What this means: *Using number sense and number skills, from basic counting to paper and pencil calculations, to age-appropriate use of calculators and computers.*

- Count to 20 in play situations or while reading number books.
- Find how many objects in groups of 10 or less objects.
- Form more than one set of objects, with each set containing the same number of objects.

Check your understanding: ***Forming Sets of Objects***

Form 2 sets of pencils with 3 pencils in each set (for a total of 6 pencils).

- Read and write numerals for 0 through 9.
- Recognize and say the value of a penny, nickel and dime.
- Use objects or draw a picture to show ways to represent simple problem situations such as combining small groups of objects, comparing the number of items in two groups or sharing a small number of items equally.

- Tell how many are in a set of up to 5 objects quickly by just looking and not counting the objects one by one.

Check your understanding: ***Tell How Many Quickly***

Recognize the number of dots on a domino as 5 without touching or counting each dot individually.

Measurement

What this means: *Making accurate measurements using the appropriate tools, terms and technology.*

- Compare units of time based on relative size such as a week is made up of several days, a month is much shorter than a year, or there are large numbers of weeks and many months in a year.
- Place objects in order by length, weight and capacity, and use words to compare objects such as longer, shorter, heavier, lighter, more and less.
- Measure length and capacity using common, uniform objects as "units."

Check your understanding: ***Measuring Length and Capacity***

How many paper clips long is a pencil? How many small containers does it take to fill one big container?

Geometry and Spatial Sense

What this means: *Identifying, classifying and analyzing one-, two- and three-dimensional objects, understanding their properties and using that knowledge to solve problems.*

- Identify and sort objects by shape, size and other characteristics.

Check your understanding: ***Sorting into Groups***

Sort shapes or everyday objects into groups based on what your child labels as the groups (e.g., let him or her put all the squares in one group and all the circles in another, or put all the objects shaped like a ball (sphere) in one group and those shaped like a cube in another).

- Describe the location of objects and follow directions to place objects using terms such as above, below, beside, inside, outside, in front of, behind or between.

Science and Technology

What this means: *Understanding the relationship between science and technology to design and construct devices to solve problems.*

- Understand that objects can be sorted as "natural" or "man-made."

Check your understanding: ***Natural and Man-made Objects***

Natural objects: flowers, trees, oceans, grass, mountains
Man-made objects: telephones, buildings, books, chairs, televisions

- Explore that some materials can be used over and over again (e.g., plastic or glass containers, cardboard boxes and tubes).
- Explore that a tool has a certain use which can be helpful or harmful (e.g., scissors can be used to cut paper, but they can also hurt you).

Scientific Inquiry

What this means: *Using scientific processes to ask questions, conduct investigations, gather, analyze and communicate information.*

- Ask "what if" questions.
- Explore "what if" questions of other students.
- Use the correct safety processes when completing science experiments.
- Use the five senses (touch, taste, sight, hear, smell) to observe the natural world.
- Understand that numbers can be used to count a collection of things.
- Use the correct tools and simple instruments to safely gather scientific data (e.g., a magnifying glass).
- Measure the lengths of objects using non-standard ways to measure.

Check your understanding: ***Traits of Animals***

Fish have **fins** so they can swim in water; **birds** have **feathers** so they can fly; **giraffes** have **long necks** so they can reach the trees to obtain their source of food; **chameleons** can **change colors** so they can blend in with their surroundings.

- Explore the habitats (homes) of different kinds of local plants and animals and some of the ways they depend on each other (e.g., a cow depends on grass for eating).

Physical Sciences

What this means: *Understanding physical systems, concepts and properties of matter, energy, forces and motion.*

- Show that objects are made of parts (e.g., toys, chairs).
- Describe objects according to the materials they are made of (e.g., wood, metal, plastic, cloth).
- Describe and sort objects by one or more properties.

Check your understanding: ***Sorting Objects***

Understanding science can involve sizes, shapes and colors. Ask your child to sort buttons based on these traits. Note that the buttons can also be grouped by smooth, rough, soft or hard.

- Explore that things can be made to move in many different ways such as straight, zigzag, up and down, round and round, back and forth or fast and slow.
- Explore ways to change how something is moving such as by pushing or pulling.

Patterns, Functions and Algebra

What this means: *Representing patterns and relationships using tables, graphs and symbols and using them to solve problems.*

- Copy and extend sequences of sounds, shapes, motions and numbers.
- Describe and create simple patterns.

Check your understanding: ***Simple Patterns***

What shape would come next? ○ □ ○ □

Data Analysis and Probability

What this means: *Organizing and interpreting results through data collection to answer questions, solve problems, show relationships and make predictions.*

- Gather and sort data based on questions the teacher or students ask. For example, arrange objects in a table graph to show favorite ice cream flavors or number of brothers and sisters.
- Choose the category on a table graph that has the most or least objects.

Mathematical Processes

What this means: *Applying problem-solving and reasoning skills and communicating mathematical ideas.*

- Draw pictures and use objects to represent mathematical situations.
- Recognize the meaning of common words and phrases used to describe position and size.

Tips and Activities

- Play number games and do mathematics activities with your child. When you empty a grocery bag, count the number of items or the number of apples in a bag. Count the number of steps from the door to a chair. Ask your child to find 5 triangles and rectangles on signs and everyday objects.
- Ask your child questions like “Which object is bigger or smaller?” “Which person is taller or shorter?” “Which object is heavier?”
- Put things into groups. For example, when sorting laundry have your child put all the socks in one pile, all the shirts in one pile and all the pants in another pile. Sort and count the socks by color. For example, 4 red socks, 10 blue socks and 8 white socks.
- When taking a walk or while shopping, ask your child to point to objects that are the same shape, ones that are shaped like a cone or ones that are shaped like a square.
- Draw circles on paper. Write a numeral in each circle. Have your child place that number of small objects such as crayons or candies in each circle.
- Using a small glass, trace circles onto colored construction paper, cut them out and ask your child to tape them on other circles in the house (e.g., plates, doorknobs). Do the same with rectangles, triangles and squares.

Science

Earth and Space Sciences

What this means: *Understanding the interconnected cycles and systems of the universe, solar system and Earth.*

- Understand that the sun can be seen only in the daytime, but that the moon can be seen sometimes at night and sometimes during the day.
- Explore and understand that animals and plants cause changes to their surroundings.
- Describe day-to-day weather changes (e.g., today is hot, yesterday we had rain).
- Observe and describe seasonal changes in weather.

Life Sciences

What this means: *Understanding the structure and function of living systems and how they interact with the environment.*

- Explore the difference between living (e.g., animals, people) and non-living things (e.g., rock, mineral).
- Discover that stories such as cartoons or movies sometimes give plants and animals traits they don’t have (e.g., a talking flower).
- Describe how plants and animals usually look like their parents.
- Observe traits or features of plants and animals that help them live in different kinds of places.