

# William Floyd School District



Parent/Teacher  
Curriculum  
Handbook

## Kindergarten



**Kevin M. Coster**

## **MESSAGE FROM THE SUPERINTENDENT**

Dear Parents and Guardians,

The core mission of the William Floyd School District is to educate and prepare our students for successful and productive lives. To that end, the district’s instructional program “Parent Handbook” is designed to provide parents with the understanding of what their children are expected to learn and perform in each grade level. By keeping parents informed and as active participants, our hope is that they will be aware of what their children are learning in school, enabling them to provide better educational assistance and support and ask more precise questions about their progress. With schools and parents working together, our students will surely succeed. Thank you for working in collaboration and partnership with us to help your children become successful both in learning and in in life.

Sincerely,



Kevin M. Coster  
Superintendent of Schools

**William Floyd  
School District**

240 Mastic Beach Road  
Mastic Beach, NY 11951

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## Parent’s Guide To Student Success

# KINDERGARTEN

This guide provides an overview of what your child will learn by the end of kindergarten in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the New York State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 1<sup>st</sup> grade.

### **WHY ARE ACADEMIC STANDARDS IMPORTANT?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child’s knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children’s success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

### **HOW CAN I HELP MY CHILD?**

You should use this guide to help build a relationship with your child’s teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

#### **THIS GUIDE INCLUDES:**

An overview of some of the key things your child will learn in English/literacy and math in kindergarten.

Ideas for activities to help your child learn at home.

Topics of discussion for talking to your child’s teacher about his or her academic progress.

## English Language Arts & Literacy



Learning new language skills is a hallmark of kindergarten. Your child will learn about the alphabet and its role in reading. Your child will practice rhyming, matching words with beginning sounds, and blending sounds into words. Practice with these types of activities is a powerful step toward learning to read and spell correctly. The size of your child’s vocabulary is another key factor in his or her ability to read and comprehend books and stories. Your child also will begin to experiment with writing and will be encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings.

### A Sample of What Your Child Will be Working on in Kindergarten

Naming upper- and lower-case letters, matching those letters with their sounds, and printing them.

Comparing the adventures and experiences of characters in familiar stories, such as fairy tales and folktales.

Retelling familiar stories and talking about stories read to them using details from the text.

Using a combination of drawing, dictating and writing to describe an event, including his or her reaction to what happened.

Stating an opinion or preference about a topic or book in writing (e.g., “My favorite book is . . .”)

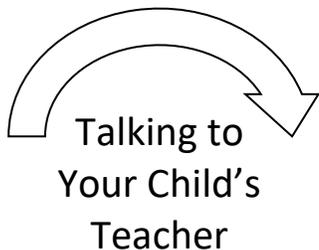
Taking part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking)

Speaking clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events.

Asking and answering questions about key details in stories or other information read aloud

Understanding and using question words (e.g., *who, what, where, when, why, how* in discussions).

Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., *a, the, to, of, from, I, is, are*)



Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In kindergarten, these include:

- Using knowledge of letters and letter-sound correspondences to figure out how to spell words as they sound.
- Reading and understanding a story designed for early readers.

Ask to see a sample of your child’s work. Ask the teacher questions such as is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

# Kindergarten Curriculum Guide

## WHAT YOUR CHILDREN WILL BE TAUGHT IN KINDERGARTEN

The purpose of this guide is to provide parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Health, Technology, Art, Music, and Physical Education throughout the Kindergarten school year. The curriculum of the William Floyd School District follows New York State Next Generation Learning Standards adopted by the Department of Education of the State of New York on May 2, 2017. We believe that the partnership between school and home is of vital importance to your child’s social, emotional, and academic success. This guide is designed to be a reference for you so that you are aware of what your child is expected to learn and to help you reinforce your child’s learning.

## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers</p> <ul style="list-style-type: none"> <li>● think, write, speak, and listen to understand</li> <li>● read often and widely from a range of global and diverse texts</li> <li>● read for multiple purposes, including for learning and for pleasure</li> <li>● self-select texts based on interest</li> <li>● persevere through challenging, complex texts</li> <li>● enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li> <li>● monitor comprehension and apply reading strategies flexibly</li> <li>● make connections (to self, other texts, ideas, cultures, eras, etc.)</li> </ul>	<p>Writers</p> <ul style="list-style-type: none"> <li>● think, read, speak, and listen to support writing</li> <li>● write often and widely in a variety of formats, using print and digital resources and tools</li> <li>● write for multiple purposes, including for learning and for pleasure</li> <li>● persevere through challenging writing tasks</li> <li>● enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li> <li>● experiment and play with language</li> <li>● analyze mentor texts to enhance writing</li> <li>● strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li> </ul>

### Literary and Informational Text

**Literature: Picture books, stories, drama, fiction, fairy tales, nursery rhymes, folk tales, and other literary texts.**

**Informational Text: picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps in both print and digital sources.**

Kindergarten Word List					
a	every	I	open	that	when
again	find	into	our	the	where
all	five	is	out	then	white
am	for	know	over	there	who
any	four	like	play	they	why
are	funny	little	please	this	yellow
away	give	live	pretty	three	you
be	go	make	round	to	
black	going	may	said	too	
blue	good	me	saw	two	
brown	green	my	say	under	
come	have	new	see	walk	
could	he	no	she	want	
do	her	now	so	was	
down	here	off	some	were	
eat	how	one	soon	what	

## English Foundational Skills and Word Study Scope and Sequence

	Phonological Awareness	Phonics	High Frequency Words
<b>UNIT 1</b>	Initial Sounds Initial and Final Sounds Recognize Alliteration Medial Sounds Blend and Segment Onset and Rime	Consonants <i>Mm /m/</i> and <i>Tt /t/</i> Short <i>Aa /a/</i> Consonant <i>Ss /s/</i> Consonants <i>Pp /p/</i> and <i>Cc /k/</i> Short <i>Ii /i/</i> Consonant <i>Nn /n/</i> Consonants <i>Bb /b/</i> and <i>Rr /r/</i> Word Families <i>-at, -in, -ip</i> <i>/a/ Spelled Aa</i> <i>/i/ Spelled Ii</i>	I, am, the, like, to, a, have, is, he, my, we, make, for, me, with she, see, look
<b>UNIT 2</b>	Initial and Final Sounds Segment and Blend Phonemes Alliteration Identify and Count Words Segment and Blend Onset and Rime Blended Sounds Rhyming Words Medial Sounds Initial Sounds	Consonants <i>Dd /d/</i> and <i>Kk /k/</i> Short <i>Oo /o/</i> Consonant <i>Ff /f/</i> Consonants <i>Hh /h/</i> and <i>Ll /l/</i> Consonant <i>Gg /g/</i> Initial and Final Consonant Blends Short <i>Ee /e/</i> Consonants <i>Ww /w/</i> and <i>Yy /y/</i> Word Families <i>-op, -ot, -en, -et</i> <i>/e/ Spelled Ee</i>	are, that, of, they, you, do, one, two, three, four, five, here, go, from, yellow, blue, green, what
<b>UNIT 3</b>	Syllables Final Sounds Medial Sounds Rhyming Words Initial Sounds Identify and Count Words	Consonants <i>Jj /j/</i> and <i>Xx /ks/</i> Short <i>Uu /u/</i> Consonant <i>Vv /v/</i> Consonants <i>Zz /z/</i> and <i>Qq /kw/</i> Short <i>Aa /a/</i> and Long <i>Aa /ā/</i> Short <i>Ii /i/</i> and Long <i>Ii /ī/</i> Word Families <i>-ug, -un, -ub, -ut</i>	was, said, where, any, come, play, her, how, down, away, give, little, some, were, funny, live, know, going

	Phonological Awareness	Phonics	High Frequency Words
<b>UNIT 4</b>	Medial Sounds Segment and Blend Phonemes Identify and Count Syllables Syllables Identify and Count Words Recognize Alliteration Rhyming Words Add Phonemes	Short Oo /o/ and Long Oo /ō/ Short Uu /u/ and Long Uu /ū/ Short Ee /e/ and Long Ee /ē/ Pp /p/ and Yy /y/ Short Ii /i/ and Long Ii /ī/ Dd /d/, Ff /f/, Vv /v/ Hh and Xx Short Uu /u/ and Long Uu /ū/	find, over, again, all, now, pretty, black, brown, white, good, open, could, want, every, please, may, this, round
<b>UNIT 5</b>	Segment and Blend Phonemes Manipulate Syllables Identify and Count Syllables Add Phonemes Recognize Alliteration Manipulate Syllables Substitute Phonemes	Cc /k/ and Tt /t/ Short Oo /o/ and Long Oo /ō/ Bb /b/, Jj /j/ Gg /g/, Qq /kw/ Kk /k/, Ss /s/, Ww /w/, and Mm /m/ Ll /l/, Nn /n/, Rr /r/, and Zz /z/ Consonant Blends Words and Sentences	be, saw, our, eat, soon, walk, who, into, there, so, out, then, new, too, when, no, say, under



# Mathematics

Young children arrive in kindergarten with widely varying knowledge in math. By the end of the year, your child must have some important foundations in place. One of the most important skills your child should develop is the ability to add and subtract small numbers and use addition and subtraction to solve word problems. This will rely on gaining some fundamentals early in the year, such as counting objects to tell how many there are. Addition and subtraction will continue to be a very strong focus in math through 2<sup>nd</sup> grade.

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## A Sample of What Your Child Will Be Working on in Kindergarten

Counting objects to tell how many there are.

Comparing two groups of objects to tell which group, if either, has more; comparing two written numbers to tell which is greater.

Acting out addition and subtraction word problems and drawing diagrams to represent them.

Adding with a sum of 10 or less; subtracting from a number 10 or less; and solving addition and subtraction word problems.

Adding and subtracting very small numbers quickly and accurately (e.g.,  $3+1$ )

Correctly naming shapes regardless of orientation or size (e.g., a square oriented as a “diamond” is still a square)

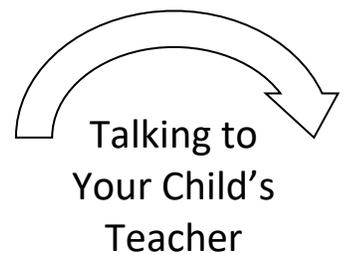
### Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In kindergarten, these include:

Counting to tell the number of objects (this will not be written work, ask the teacher for his or her observation of your child’s progress in this area)

Solving addition and subtraction word problems.

Ask to see a sample of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



## Kindergarten Overview

In Kindergarten, instructional time should focus on two areas: (1) developing a sound sense of numbers by representing and comparing numbers, initially using sets of objects; (2) recognizing and describing shapes and using spatial relations. More learning time in Kindergarten should be devoted to numbers than to any other topic. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the **Counting and Cardinality** and **Operations and Algebraic Thinking** domains, students:

- develop a more formal sense of numbers;
- 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  $7 - 2 = 5$ . *Note: Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required; and*
- 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. Through their learning in the **Geometry** and **Measurement and Data** domains, students:

- describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and appropriate vocabulary;
- 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;
- use basic shapes and spatial reasoning to model objects in their everyday environment to create and compose more complex shapes; and
- explore\* coins and begin identifying pennies and dimes.

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

## Standards for Mathematical Practice: A Guide for Parents

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
1. <b>Make sense of problems and persevere in solving them.</b>	<ul style="list-style-type: none"> <li>● puzzle over the meaning of a problem.</li> <li>● plan an outline of a solution path instead of just jumping in.</li> <li>● start and stop and start again a different way.</li> <li>● look at other problems she did to look for ideas.</li> <li>● use concrete objects or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>● What are you asked to figure out?</li> <li>● Can you think of a problem you solved before that is like this one?</li> <li>● What information is here that might be useful?</li> <li>● What is your plan for solving this?</li> <li>● Does your solution make sense?</li> </ul>
2. <b>Reason abstractly and quantitatively.</b>	<ul style="list-style-type: none"> <li>● break a problem apart and represent the parts with objects, pictures, words, or symbols.</li> <li>● organize information in different ways.</li> <li>● write number sentences to represent meaning.</li> <li>● explain the meaning of symbols.</li> </ul>	<ul style="list-style-type: none"> <li>● Can you write an equation (number sentence) or expression to match the problem situation?</li> <li>● What do the numbers or variables refer to?</li> <li>● Can you explain that equation in words?</li> <li>● How did you decide to use this operation?</li> </ul>
3. <b>Construct viable arguments and critique the reasoning of others.</b>	<ul style="list-style-type: none"> <li>● talk confidently about math using mathematical language fluently.</li> <li>● practice math vocabulary.</li> <li>● justify a solution by explaining its logic.</li> <li>● give a counterexample to disprove a statement.</li> <li>● recognize when logic is flawed and suggest ways to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>● What does your answer mean?</li> <li>● How do you know your answer is correct?</li> <li>● Are there other correct answers to this question? How do you know?</li> <li>● If I told you the answer should be ____ (<i>give a wrong answer</i>), how would you convince me I'm wrong?</li> </ul>
4. <b>Model with mathematics.</b>	<ul style="list-style-type: none"> <li>● use math to solve real world problems and problems with more than one solution.</li> <li>● organize data to understand something happening in the real world.</li> <li>● use "found" information to create and solve his own problems.</li> <li>● interpret mathematical answers in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Can you make a model of this with objects, pictures, or symbols?</li> <li>● Is there an equation or expression that would represent part of this situation?</li> <li>● What does that answer represent in real life?</li> <li>● Is there something interesting we can find out from this collection of data?</li> </ul>

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
5. <b>Use appropriate tools strategically.</b>	<ul style="list-style-type: none"> <li>● choose for herself when to use a tool such as a ruler, protractor, or calculator to help solve a problem.</li> <li>● decide for herself when to use mental math, paper and pencil, a calculator, or computer program.</li> <li>● use estimation appropriately.</li> <li>● use a table, graph, or spreadsheet to organize complex data.</li> </ul>	<ul style="list-style-type: none"> <li>● What tools can you use to help you solve this problem?</li> <li>● How can this tool help you? Is there a better tool?</li> <li>● How can you organize this information to help you solve the problem?</li> <li>● Is there a different way to organize it that might be better?</li> </ul>
6. <b>Attend to precision.</b>	<ul style="list-style-type: none"> <li>● use clear and precise math language and accurate terminology (<i>sum</i> or <i>product</i> instead of "answer").</li> <li>● use precise numbers and labels.</li> <li>● explain exactly what she is confused about.</li> </ul>	<ul style="list-style-type: none"> <li>● How do you know this is an accurate answer?</li> <li>● What do you mean when you say ____?</li> <li>● Is there a more precise word you could use?</li> <li>● What units does that represent?</li> </ul>
7. <b>Look for and make use of structure.</b>	<ul style="list-style-type: none"> <li>● recognize patterns and look for them when they aren't obvious.</li> <li>● sort objects, pictures, or numbers into groups.</li> <li>● use the structure of math to help solve problems (e.g. fact families or the distributive property).</li> <li>● try ways to break numbers apart and put them together in different ways to make a problem easier.</li> </ul>	<ul style="list-style-type: none"> <li>● Do you see any patterns?</li> <li>● Can you group these things in a way that makes sense? Is there another way of grouping them?</li> <li>● Can you take the numbers apart and put them together in a different way to make more sense?</li> <li>● What do you notice about the answers to the exercises on this page?</li> </ul>
8. <b>Look for and express regularity in repeated reasoning.</b>	<ul style="list-style-type: none"> <li>● find his own shortcuts that work to solve problems.</li> <li>● create strategies from repetitions that show up in his work.</li> <li>● generalize about a strategy to apply it to other kinds of problems.</li> <li>● create a rule out of a pattern of exercises and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Do you notice anything interesting about these problems? Is there a pattern to what you notice?</li> <li>● Is there a shortcut that will always work for this kind of problem? How do you know it will always work?</li> <li>● Is there a rule that seems to be true about this pattern of numbers? Can you prove the rule is true?</li> <li>● What are the connections between this and other kinds of problems with similar numbers?</li> </ul>

# SAVVAS Support

The William Floyd School District uses SAVVAS Curriculum Materials for English Language Arts and Mathematics Instruction. This includes access to online learning materials that can be used at home. The QR Codes found below provide you with information about using the online platforms with your children. ([parents.savvas.com](http://parents.savvas.com))

English



Spanish



Arabic



Haitian Creole



Mandarin



Russian



Vietnamese



# Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed their studies. Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

**Additionally, here are some activities you can do with your child to support learning at home:**

## ENGLISH LANGUAGE ARTS & LITERACY

Read with your child every day, books like *Are You My Mother* by P.D. Eastman or *Green Eggs and Ham* by Dr. Seuss. Ask your child to explain his or her favorite parts of the story. Share your own ideas

Encourage your child to tell you about this or her day at school. Keep paper, markers, or crayons around the house for your child to write letters or words or draw a picture about his or her day. Have your child describe the picture to you.

Play word games like *I Spy*, sing songs like *Itsy bitsy Spider*, and make silly rhymes together.

## MATHEMATICS

Look for “word problems” in real life. Some kindergarten examples might include:  
Play “Write the next number.” You write a number, and your child writes the next number.

Ask your child questions that require counting as many as 20 things. For example, ask, “How many books do you have about wild animals?”

Ask your child questions that require comparing numbers. “Who is wearing more bracelets, you or your sister?” (Your child might use matching or counting to find the answer.)

# **SOCIAL STUDIES**

In Kindergarten, children study “Self and Others.” The course is organized into five units of study- Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies, and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Children will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

## **Kindergarten Areas of Focus:**

- *Individual Development and Cultural Identity*
- *Civic Ideals and Practices*
- *Geography, Humans, and the Environment*
- *Time, Continuity, and Change*
- *Economic Systems*

## **CIVIC READINESS for All Students K-4**

Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

### **Civic Readiness is:**

- **Civic Knowledge**
- **Civic Skills and Actions**
- **Civic Mindsets**
- **Civic Experiences**

# SCIENCE

Your child will explore, experiment, and observe the world around him/her. Kindergarten students will study Classroom Plants, Senses, and Sunshine, Shadows, & Silhouettes throughout the course of the year.

STEM (Science, Technology, Engineering, and Mathematics) Education in Elementary School. The development of STEM proficient students begins in elementary schools. In the elementary grades, students apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. Students explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students' progress through elementary school they will begin to independently integrate the STEM Standards of Practice. They will understand how to apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges as they incorporate STEM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement.



## **Next Generation Science Standards**

Kindergarten Science Units provide students with an opportunity to explore why something happens (phenomena-based). Students become scientists and engineers to:

- Use facts as needed to explain a phenomena or solve a problem
- Learn about science in a real-world context

Science Units for Kindergarten:

- Weather for Kindergarten – Matter and its Interactions: Solids and Liquids)
- Forces and Interactions: Pushes and Pulls
- Animals, Plants and their Environment: Survival and Life Cycles (2022-2023)

## **Weather and Climate**

1. Use and share observations of local weather conditions to describe patterns over time.
2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
3. Make observations to determine the effect of sunlight on Earth's surface.
4. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

## **Matter and Its Interactions works with Weather and Climate**

1. Plan and conduct an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature.

## **Forces and Interactions: Pushes and Pulls**

1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

## **Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment Coming 2022-2023**

1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
3. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
4. Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment.

## TECHNOLOGY

Your child will participate in learning experiences that focus on five key concepts of computer science and digital fluency. These concepts are:

- Impacts of Computing
- Computational Thinking
- Networks and System Design
- Cybersecurity
- Digital Literacy

# Character Education



Character Education fosters the development of responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share.

The goal of character education is to develop students socially, ethically, and academically by incorporating character development into every aspect of the school culture and curriculum. Students work to develop good character, which includes knowing, caring about, and acting upon core ethical values such as: responsibility, respect, honesty, compassion, perseverance, acceptance, forgiveness, and humility.

**Responsibility** – Students are accountable in their speaking and their actions. They develop a sense of duty to complete tasks with reliability, dependability and commitment.

**Respect** – Students show a high regard for authority, other people, self, and their country. Students treat others as they would want to be treated. They understand that all people have value as human beings.

**Honesty** – Students tell the truth, admit wrong doing, are trustworthy and act with integrity.

**Compassion** – Students show an understanding and care for others by treating them with kindness, generosity, and a forgiving spirit.

**Perseverance** – Students pursue goals with determination and patience.

**Acceptance** - Students keep an open and understanding attitude toward others and accept differences.

**Forgiveness** – Students learn to resolve resentments towards each other and show a willingness to forgive.

**Humility** – Students learn to be humble and keep a modest opinion of their own accomplishments.

## Special Areas

### ART

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- Develop essential learning skills in art and creativity in artistic expression.
- Learn to use art materials and scissors properly and safely.
- Learn to paint by dab and /or stroke.
- Learn how to glue.
- Learn to describe art works (opinion vs. description).
- Engages in discussions of artistic styles and art from other cultures.
- Learn to convey meaning through the presentation of artistic work.
- Learn to relate knowledge and personal experiences to make art.



### MUSIC

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Develops essential learning skills through singing, listening, movement and performance.

- Listens to and comprehends music in the mind.
- Engages in pitch matching.
- Develops beat competency.
- Participates in movement exercises to develop large motor skills.



### PHYSICAL EDUCATION

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- Demonstrates knowledge and understanding of safety and rules.
- Develops fundamental motor skills and movement concepts.
- Develops fundamental body and spatial awareness.
- Develops awareness of basic social and cooperative skills

# Digital Link to Learning Standards

## STANDARDS

The William Floyd School District provides all learners with instruction that is aligned to New York State's Learning Standards.

The QR Code found below will provide you with access to your child's grade level standards.  
<https://tinyurl.com/muzf2j5k>



The Standards are also found in the appendix of this document.

# Appendix

## CURRICULUM GUIDE DEFINITIONS

These pages are to help serve as a resource in understanding terminology that is used throughout the curriculum guide.

### ENGLISH LANGUAGE ARTS

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**Reader’s Workshop** – Reader’s workshop is designed to build on each student’s reading strengths and meet his/her reading needs. Teachers and students work together to build comprehension skills. The components of reader’s workshop include:

- *Mini Lesson* – focuses on a particular skill being taught.
- *Guided Reading* – with teacher support, in a small group setting.
- *Shared Reading* – students read along with the teacher.
- *Independent Reading* - reading books that are “just right” which are books that students self-select and are able to read and comprehend.
- *Word Work* – practice the reading of word families to increase fluency (e.g., *est* – *west, best, nest, test*; *able* means can do – *capable, agreeable, acceptable, adorable*).

**Genres** – During reader’s workshop, students are exposed to a balance of fiction and non-fiction during reading and the content areas of Social Studies and Science.

Types of Fiction Genres (stories that are not true):

- *Realistic fiction* – stories that could be real but are not true.
- *Historical fiction* – stories that include some part of history.
- *Science fiction* – stories that include elements of science.
- *Fantasy* – stories that cannot occur and include folktales, fairy tales, myths, and legends. These stories often teach lessons and are passed down from generation to generation.

Types of Non-Fiction Genres (stories that give accurate, truthful information):

- *Informational text* – gives us information about history, science, language or other subjects.
- *Biography* – tells about people’s lives.
- *Autobiography* – a person tells about his or her own life.
- *Memoir* – the author writes about an experience in his or her own life.

**Fluency** – Fluency is the ability to read text quickly and accurately. Readers use the punctuation to help them say the text fluently like they speak. When we read, it sounds like we are talking. When we see a period or comma, we need to pause or take a breath. When characters are talking in the text, we can give each character a voice to help determine who is speaking.

**Sight Words** – Sight words are words that are immediately recognizable as whole words and do not require word analysis for recognition (i.e. *the, and, was, that,* etc.). To read fluently with understanding, readers need instantly to recognize about 95% of words with text. In the beginning stages of reading, children recognize certain words by sight, and these words help them figure out that letters and sounds are related.

**High Frequency Words** – Words that are most often used when speaking, reading, and writing, may include “Tricky Words.” The trickiness of a word is relative to which spellings have been taught.

- Some words are taught initially as tricky words but, later on, students learn they are part of a spelling pattern. Examples: he, she, we, be, me; no and so; my and by.
  - Other tricky words are never absorbed into the spelling patterns. Examples: one, of, two, could.
- Most words are not 100% tricky but may have tricky parts. Strategy for tricky parts: draw attention to regular parts and tricky part within the word (break it down.)

**Phonics** – Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes). It is the ability to solve words while reading and spelling. Phonics instruction stresses symbol-sound relationships (decoding) and is used especially in primary grades.

**Decoding** – Decoding is the process of identifying unknown words by using knowledge of letter-sound associations. Decoding includes:

- *Letter-sound association* (e.g., “m” says /m/).
- *Letter combinations* (e.g., “ch” says /ch/ in chair).
- *Blending initial letter sounds* with common spelling patterns to read words (e.g., /s/ /at/ - sat).

**Structural Analysis** – Structural analysis is the process of recognizing unknown words by using knowledge of word structure. Structural analysis includes:

- *Base words* – also called a root word (e.g., *wilt* in *wilted*).
- *Compound words* – two words combined to make a new word (e.g., *sunset*).
- *Inflectional endings* (e.g., *-ed* in *wilted*).
- *Suffixes* – word endings (e.g., *-less* in *careless*).
- *Prefixes* – word beginnings (e.g., *un* in *unhappy*).
- *Contractions* – combining two words joined by an apostrophe (e.g., *isn’t* for *is not*).
- *Verbs* – words that describe action or being (action words e.g., *run, walk, laugh*; being verbs e.g., *am, are, is*).

**Synonyms** – Words with the same or similar meaning (e.g., *happy/cheerful*).

**Antonyms** – Words with the opposite meaning (e.g., *happy/sad*).

**Homonyms** – A word that is spelled or pronounced in the same way as one or more other words, but has a different meaning.

- *Homophones* – a word that is pronounced the same as another word but differs in meaning. A short example of a homophone is the words *know* and *no*.
- *Homograph* – one of a group of words that share the same spelling but have different meanings. An example of a homograph is: “Will you please *close* that door!” or “The tiger was so *close* that I could smell it.”

### **Comprehension Strategies**

Students are taught to think while they are reading so that they understand the meaning of a text. There are two ways to think about text: 1) Literal and 2) Inferential. *Literal* thinking is when readers think

about what is stated in the text, while *inferential* thinking is when the reader uses what they know about the text and their background knowledge. *Inferential* thinking is what is “between the lines.” Teachers and students engage in a variety of reading strategies which help them to comprehend text. Strategies used are:

- *Solving words* – students use problem solving strategies to recognize, decode, and/or understand the meaning of words.
- *Monitoring and correcting* – students check on whether their reading sounds right, looks right, and makes sense.
- *Gathering* – students identify and select information from print (*literal*).
- *Predicting* – students will say in advance what they believe will happen next (*inferential*).
- *Maintaining fluency* – students will read easily and smoothly.
- *Adjusting* – students read in different ways for different purposes with a variety of texts (e.g., readers read at a slower pace when reading non-fiction texts).
- *Connecting* – students show or think of how two or more things are related (*literal/inferential*).
- *Inferring* – students will arrive at a decision or opinion by reasoning from known facts or evidence within a text (*inferential*).
- *Summarizing* – students present the substance or general idea of a text in brief form (*literal*).
- *Synthesizing* – students bring together information from the text and from personal, world, and literacy knowledge to create new understanding about what they have read (*inferential*).
- *Analyzing* – students closely examine elements of a text to achieve a greater understanding of how it is constructed (*inferential*).
- *Critiquing* – students judge or evaluate a text based on personal, world, or text knowledge (*inferential*).

**Story Elements** – Students are taught to use their comprehension strategies to understand the setting, character(s), and plot.

- *Setting* - The time, location, weather conditions, social times, and mood in which a story takes place is called the setting.
- *Character* - A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- *Plot* - The plot is how the author arranges events to develop his basic idea. It is the sequence of events (beginning, middle, and end) in a story.

When analyzing the story elements, students think about events that take place, the problem(s), the causes and effects of events and/or problems, the solution to problems, the main idea (mostly about), theme, lesson, moral, and/or author’s purpose of a story.

**Writing** – Is throughout all curriculum areas.

- *Skills Strand.*
- *Guided Reading.*
- *Mathematics.*
- *Social Studies.*
- *Science.*

**Writing Process** - Students engage in various stages of the writing process across all subjects. Children write using the writing process which includes:

- *Generate* – The writer brainstorms ideas they may want to write about.

- *Select* – The writer chooses a topic to write about.
- *Drafting* – The writer gets all their ideas down on paper.
- *Revision* – The writer improves their writing to make sure it is developed, organized, has voice, appropriate word choice and sentence fluency.
- *Edit* – The writer checks for appropriate use of conventions (see definition below).
- *Publish* – The writer decides how to present their writing to other readers. The writer incorporates all revisions and editing into the final writing piece.

**Six Traits Of Writing** - During the writing process, teachers address concepts taught during writing mini lessons and confer with students to support individual writing needs. The six traits include:

- *Idea Development* – The ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- *Organization* – The internal structure of a piece of writing which includes a lead, a beginning-middle-end, a sequencing of events, transitions, and a conclusion.
- *Voice* – The voice is the heart and soul, and the magic, along with the feeling and conviction of the individual writer coming out through the words.
- *Word Choice* – The use of rich, colorful, precise language that moves and enlightens the reader.
- *Sentence Fluency* – The rhythm and flow of the language, the sound of word patterns and sentences, the way in which the writing sounds.
- *Conventions* – The mechanics correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.

**Read Alouds/Close Reading** - The goal of Read Alouds is for students to develop background knowledge and acquire language competence through listening and building a rich vocabulary and a broad knowledge in literature, history and science by being exposed to carefully selected and sequenced read-alouds. Reading aloud to students allows them to experience a variety of high quality and challenging texts in different genres. It invites discussion and comments from students, while the teacher models and fosters comprehension of a variety of texts. Read Alouds are also referenced during the Reading and Writing Workshop.

## New York State Learning Standards:

### ENGLISH LANGUAGE ARTS

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#### **Reading: Kindergarten-Literary and Information**

##### 1. Develop and answer questions about a text.

- Identify what they know and have learned about a specific story.
- Identify and explain ideas and experiences from text.
- Identify what they know and have learned about a specific story or topic.
- Answer questions about text read aloud.
- Read familiar informational texts to begin to collect data, facts, and ideas, with assistance.
- Interpret information presented in simple charts and webs.

##### 2. Retell stories or share key details from a text.

- Comprehend and respond to literary texts and informational texts.
- Dramatize or retell stories, using puppets, toys and other props using key details.
- Retell a story, using key details.
- Dramatize or retell stories, using puppets, toys, and other props.
- Retell or dramatize stories or parts of stories.
- Use illustrations to assist in understanding the content of a text.

##### 3. Identify characters, settings, and major events in a story, or pieces of information in a text.

- Comprehend and respond to literary and informational texts.
- Identify characters, settings and major events in a story.
- Identify and explain ideas and experiences from texts.
- Relate previous experiences to what is read.
- Use knowledge learned from the text to make sense of a topic, recognizing similarities between: personal experiences and the text, what is known about the topic, and what is learned from the topic.

#### **Craft and Structure**

##### 4. Identify specific words that express feelings and senses.

- Use a picture dictionary to learn the meanings of words in books.
- Learn the meaning of new words and use them in own speech.
- Learn new words from books.
- Learn the meaning of new words and use them when speaking about what was read.
- Connect new vocabulary and life experiences to ideas in books.

##### 5. Identify Literary and Informational texts.

- Recognize various types of fictional texts (e.g. storybooks, poems).
- Show familiarity with some book titles and authors.
- Distinguish between real and imaginary stories.

- Recognize how a book and print is organized and read.
- Identify the parts of a book and their function (front cover, back cover, title page, etc.).
- Hold the book in the correct manner.

6. Name the author and illustrator and define the role of each in presenting the ideas in a text.

- Identify what an author does and what an illustrator does.
- Understand that authors tell stories through words and illustrators tell stories with pictures.
- Identify the roles of the author and the illustrator in presenting ideas or information in Literary and informational texts.

***Integration of Knowledge and Ideas***

7. Describe the relationship between illustrations and the text.

- Use illustrations to assist in understanding the content of a text.
- Understand the difference between print and illustrations.
- Relate illustrations to print
- Recognize how a book and print is organized and read.

8. Identify specific information to support ideas in a text.

- Identify the main idea and key details of literary and informational texts.
- Identify the reason(s) an author gives to support key points within literary and informational texts.

9. Make connections between self, text and the world.

- Make connections between personal experiences and stories read.
- Form an opinion about the differences between events in a story and events in own life, other texts and the world.

**Reading: Foundational Skills - Kindergarten**

***Print Concepts***

1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
  - Follow left-to-right and top-to-bottom direction when reading English.
- Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand the purpose of print is to communicate.
  - Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words.
- Understand that words are separated by spaces in print.
  - Distinguish between letters and words.
  - Distinguish between print and pictures.
- Recognize and name all upper- and lowercase letters of the alphabet.
  - Recognize and name automatically all uppercase and lowercase manuscript letters.
- Identify the front cover, back cover, and title page of a book.



***Phonological Awareness***

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce spoken rhyming words.
  - Identify and produce spoken words that rhyme.

- b. Blend and segment syllables in spoken words.
  - Count or tap the number of syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
  - Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (k-it, s-it, b-it).
- d. Blend and segment individual sounds (phonemes) in spoken one-syllable words.
  - Isolate individual sounds within spoken words (“What is the first sound in can?”) - Phoneme Isolation.
  - Identify the same sounds in different spoken words (“What sound is the same in sit, sip, sun?”). - Phoneme Identity.
  - Make a new word by adding a phoneme to an existing word (“What word do you have if you add /s/ to mile?”) - Phoneme Addition.
- e. Create new words by manipulating the phonemes orally in one-syllable words.
  - Substitute one phoneme for another to make a new word (“The word is rug. Change /g/ to /n/. What is the new word?”).
  - Phoneme Substitution.

### **Phonics and Word Recognition**

#### **3. Know and apply phonics and word analysis skills in decoding words.**

- a. Demonstrate one-to-one letter sound correspondence by producing the primary sound or most frequent sound for each consonant.
  - Identify some consonant letter-sound correspondences.
- b. Decode short vowel sounds with common spellings.
  - Associate long and short sounds with common spellings for vowels a,e,i,o,u.
- c. Decode some regularly spelled one-syllable words.
  - Recognize and identify some sight words.
  - Read automatically a small set of high-frequency words.
  - Recognize words convey meaning.
  - Read own name and names of family and friends.
  - Read familiar kindergarten-level texts at the emergent level.
- d. Read common high-frequency words by sight.
  - Categorize the word in a set of three or four words that has a different sound (which word doesn't belong: doll, dish, and pill? - Phoneme categorization.

### **Fluency**

#### **4. Read emergent-reader texts with sufficient accuracy to support comprehension.**

- Read familiar kindergarten-level texts at the emergent level.
- Read voluntarily familiar kindergarten-level texts.
- Show familiarity with some book titles and authors.



### **Writing**

### **Keyboarding**

#### **Learning Standards**

- 1. Students should explore keyboards.
  - a. Identify a keyboard
  - b. Explore keyboards
  - c. General familiarity with letter and number placement

## **Writing Standards**

### **Text Types and Purposes**

2. Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that topic.
3. Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
4. Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.
5. Create a response to a text, author, or personal experience (e.g., dramatization, art work, or poem).
6. Begins in grade 4.

### **Research to Present Knowledge**

7. Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge.
8. Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expressions, and/or emergent writing).

## **Speaking and Listening**

### **Comprehension and Collaboration**

#### **1. Participate in collaborative conversations with diverse peers and adults in small and larger groups and during play.**

- Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment.
- Share favorite anecdotes, riddles and rhymes with peers and familiar adults.
- Engage in conversations with adults and peers regarding pictures, books, topics, and experiences.
- Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event).
- Respond to stories, legends, and songs from different cultural and ethnic groups.
- Express an opinion or judgment about a story, poem, finger play, or poster.
- Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books.
- Express an opinion or judgment about a story, poem, finger play or poster.
- Express an opinion about the color, form, and style of illustrations.
- Dramatize differences and similarities in characters.
- Explain why two different characters view an event differently.
- Compare different versions of the same story.

#### **1a. Follow agreed-upon rules for discussions, including listening to others, taking turns and staying on topic.**

- Take turns speaking in a group.
- Understand and follow oral directions.
- Listen respectfully without interrupting others.
- Stay on topic when speaking.

#### **1b. Participate in conversations through multiple exchanges.**

- Participate in a variety of discussions (e.g., one-to-one, small group, whole class).
- Take turns speaking in a group.
- Participate in activities (partner and group) which include conversations, discussions, book chats, retelling of stories, dramatizations, role play).
- Dramatize an experience or event.

- Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment.
- Share favorite anecdotes, riddles and rhymes with peers and familiar adults.
- Engage in conversations with adults and peers regarding pictures, books, topics, and experiences.
- Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event).

1c. Consider individual differences when communicating with others.

2. Participate in a conversation about features of diverse texts and formats.

- Listen to read alouds (fiction and non-fiction).
- Acquire information from non-fiction text.
- Identify similarities in information about people, places and events.
- Listen to literary texts and performances to match spoken words to pictures.
- Recall a sequence of events from a story read or told.
- Identify character and setting.
- Identify specific people and places.
- Distinguish between a story and a poem.
- Respond to vivid language (e.g., nonsense words and rhymes).
- Retell more than one piece of information in sequence.
- Respond orally to simple questions.
- Share what they know and have learned about a topic.
- Ask questions to clarify understanding of words and ideas.
- Retell familiar stories.
- Interpret words of characters in stories.
- Role-Play characters or events from stories.
- Compare stories from personal experience with stories heard.
- Dictate stories with a beginning, middle and end.
- Describe the actions of characters in a story.
- Tell real or imaginative stories on the basis of response to illustrations.
- Form an opinion or evaluate information on the basis of information in the world.
- Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books.
- Express an opinion or judgment about a story, poem, finger play or poster.
- Express an opinion about the color, form, and style of illustrations.
- Dramatize differences and similarities in characters.
- Explain why two different characters view an event differently.
- Compare different versions of the same story, song, or finger play.

3. Develop and answer questions to clarify what the speaker says.

- Ask and answer questions to clarify directions.
- Ask and answer questions to gain assistance.
- Ask and answer questions to gain information.
- Ask and answer questions to clarify what is not understood.

***Presentation of Knowledge and Ideas***

4. Describe familiar people, places, things and events with detail.

- Dictate information from personal experience.

- Report information to peers and familiar adults.
- Share observations from the classroom and home.
- Use words to describe people, places, things, actions and events, with prompting and support, and provide additional detail.
- Dramatize an experience or event.
- Describe familiar persons, places, or objects.

5. Create and/or utilize existing visual displays to support descriptions.

- Share information, using appropriate visual aids, such as, puppets, toys and pictures, to illustrate a word or concept.
- Understand that print conveys meaning.
- Read and explain own writing and drawings.

6. Express thoughts, feelings, and ideas.

- Speak audibly.
- Speak with speed and expression.
- Speak with feelings.
- Speak in complete sentences expressing thoughts, feelings and ideas clearly.

**Kindergarten Language Standards**

**Anchor Standard 1 (PK-2L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.**

**Core Convention Skills**

- Print upper and lowercase letters in their name
- Print many upper- and lowercase letters
- Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Use common nouns
- Understand interrogatives (question words- e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- Produce complete sentences in shared language activities
- Use personal pronouns (e.g., I, me, my).
- Use verbs
- Use simple sentences in speech

**Anchor Standard 2 (PK-2L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.\***

**CORE PUNCTUATION and SPELLING SKILLS**

- Attempt to write symbols or letters to represent words.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Recognize and name end punctuation
- Capitalize the first letter of their name.
- Capitalize the first word in a sentence and the pronoun I.

**Knowledge of Language**

(Begins in grade 2)

**Vocabulary Acquisition and Use**

L4: Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following.

- a: Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.

L5: Explore and discuss word relationships and word meanings.

- a: Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
- b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c: Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).
- d: Explore variations among verbs that describe the same general action (e.g., walk, march, gallop) by acting out the meanings.

L6: Use words and phrases acquired through conversations, reading and being read to, and responding to.

**MATHEMATICS**

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**Counting and Cardinality**

Know number names and the count sequence.

- 1. Count to 100 by ones and by tens.
- 2. Count to 100 by ones beginning from any given number (instead of beginning at 1).
- 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).

Count to tell the number of objects.

- 4. Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.
  - a. 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. (1:1 correspondence)
  - b. Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand the concept that each successive number name refers to a quantity that is one larger.

- d. Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
- 5a. Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.
- 5b. Given a number from 1-20, count out that many objects.

Compare numbers.

- 6. Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.  
Note: Include groups with up to ten objects.
- 7. Compare two numbers between 1 and 10 presented as written numerals.

**Operations and Algebraic Thinking**

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

- 1. Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.  
Note: Drawings need not show details, but should show the mathematics in the problem.
- 2a. Add and subtract within 10.
- 2b. Solve addition and subtraction word problems within 10.

- 3. Decompose numbers less than or equal to 10 into pairs in more than one way.  
Record each decomposition with a drawing or equation.
- 4. Find the number that makes 10 when given a number from 1 to 9.  
Record the answer with a drawing or equation.
- 5. Fluently add and subtract within 5.

Understand simple patterns.

- 6. Duplicate, extend, and create simple patterns using concrete objects.

**Number and Operations in Base Ten**

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

- 1. Compose and decompose the numbers from 11 to 19 into ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Measurement and Data**

Describe and compare measurable attributes.

- 1. Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.
- 2. Directly compare two objects with a common measurable attribute and describe the difference.

Classify objects and count the number of objects in each category.

- 3. Classify objects into given categories; count the objects in each category and sort the categories by count.  
Note: Limit category counts to be less than or equal to 10.
- 4. Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes.

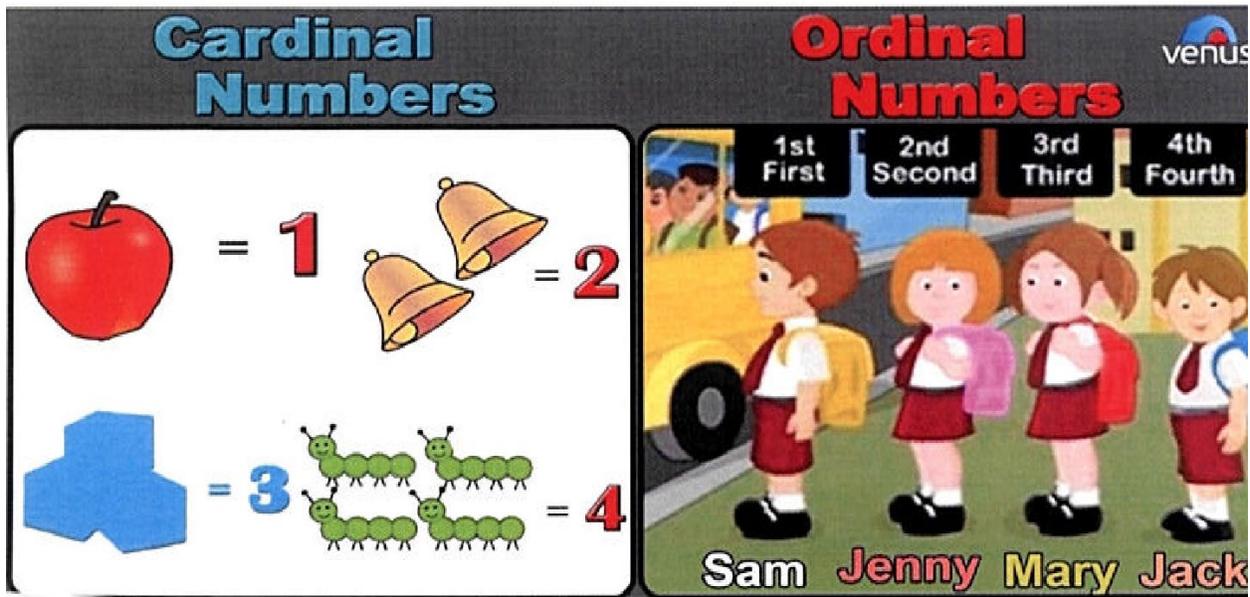
**Geometry**

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Name shapes regardless of their orientation or overall size.
3. Understand the difference between two-dimensional (lying in a plane, “flat”) and three-dimensional (“solid”) shapes.

Analyze, compare, sort, and compose shapes.

4. Analyze, compare, and sort two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
5. Model objects in their environment by building and/or drawing shapes.
6. Compose larger shapes from simple shapes.



## SOCIAL STUDIES

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### Individual Development and Cultural Identity

**K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.**

K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.

K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others.

**K.2 Children, families, and communities exhibit cultural similarities and differences.**

K.2a Each person is unique but also shares common characteristics with other family, school, and community members.

K.2b Unique family activities and traditions are important parts of an individual’s culture and sense of self.

K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique.

**K.3 Symbols and traditions help develop a shared culture and identity within the United States.**

K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays.

K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community and culture.

**Civic Ideals and Practices**

**K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.**

K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world.

K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group.

**K.5 Rules affect children and adults, and people make and change rules for many reasons.**

K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment.

K.5b People in authority make rules and laws that provide for the health and safety of all.

K.5c Children and adults have opportunities to contribute to the development of rules and/or laws.

**Geography, Humans, and the Environment**

**K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions.**

K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.

K.6b Places and regions can be located on a map or globe, using geographic vocabulary.

K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary.

**K.7 People and communities are affected by and adapt to their physical environment.**

K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

**Time, Continuity, and Change**

**K.8 The past, present, and future describe points in time and help us examine and understand events.**

K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences.

K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.

### *Economic Systems*

**K.9 People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.**

K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have.

K.9b Goods are objects that can satisfy people’s needs and wants; services are activities that can satisfy people’s needs and wants.

K.9c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

## **SCIENCE**

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The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students a high-quality science education.

**Dimension 1: Science and Engineering Practices** Engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. As in all inquiry-based approaches to science teaching, students will engage in the practices and not merely learn about them secondhand (e.g., articles, textbook, video clips, etc.). Students comprehend scientific practices, appreciate the nature of scientific knowledge itself, while directly experiencing those practices for themselves. The eight science and engineering practices mirror the practices of professional scientists and engineers. Use of scientific and engineering practices will strengthen students’ skills in these practices while developing students’ understanding of the nature of science and engineering. Listed below are the eight science and engineering practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

**Dimension 2: Disciplinary Core Ideas** They are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the natural sciences and engineering, as well as of the ways in which they are pursued and their results can be used.

**Dimension 3: Crosscutting Concepts** have application across all domains of science. The seven Crosscutting Concepts are meant to give students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands. They are not intended as additional content. Listed below are the Crosscutting Concepts from the Framework:

1. Patterns
2. Cause and Effect

3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of System

## CIVIC READINESS

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### Civic Knowledge

Examples of fundamental Civic Knowledge include:

- What kind of government do we have in the United States; the structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate;
- Discussing why people vote and having classroom voting;
- Discussion the Bill of Rights and creating a classroom Bill of Rights;
- History, geography, economics, and current events within our country and in our global society; and
- Discussing what makes a community; map out what students community looks like.

### Civic Skills & Actions

Examples of Civic Skills & Actions include:

- Discuss and/or participate in activities that focus on a classroom or a community problem and analyze different solutions;
- Recognizing what it is like to be an American - values and beliefs;
- Identify rights and responsibilities in classrooms, schools, and communities; and
- Identify differing philosophies of social and political participation.

### Civic Mindsets

Examples of key Civic Mindsets include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems; and
- Discussion on what makes a good community member.

### Civic Experiences

Examples of Civic Experiences include:

- Showing respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict;
- Exploring how anyone can create positive change in his or her school, community, or country;
- Participating in school and community governance, ;
- Taking responsibility for improving one's community—locally, in government at all levels, and in the broader world; and
- Identify and help solve problems within ones community.



## Civic Readiness for All Students K-4



**Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.**

**What is Civics?** The study of the rights and responsibilities of citizenship.

**Who are Civic Ready students?**

Student who use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and the public good.

**What is a community?**

A community is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity.

Communities work together to meet the needs of those who are part of it. There are many kinds of communities you might be part of: your school; your neighborhood; your city or town. Communities can work together to solve problems, make changes, or improve things for everyone. People in a community might have different ideas, look different, or not agree on some things.

Why is Civic education important? People work together in many ways to create a community. You might see people working together in school, in your family or in shops and business such as a restaurant or a grocery store. Each of us contribute to our communities. Civics education highlights these connections between ourselves and other people. It is through these connections that we can make a difference in our local, national and international communities. One of the big reasons we have Social Studies in schools is to make sure that you are civic ready and an actively engaged participant in the life of your communities. Civics education helps everyone to work together to create positive change while respecting what makes us each unique.

Civic Readiness is:



- Knowledge of our government and how it is organized.
- Grade appropriate understanding of geography, culture, law, and current events.
- Age appropriate understanding within our democratic system
- Rights guaranteed by the U.S. Constitution and Constitution of the State of New York.



- Demonstrate kindness to others.
- Participate in important discussions in your school, community, and family.
- Research news stories to find out more.
- Engage in classroom debates - respectfully disagreeing with other viewpoints and provide evidence for a counterargument.



- Being different is okay.
- Thinking about the future, my own and others is important.
- Treat others how you would like to be treated.
- Actively participate with others respectfully.
- Making choices while considering those around us.



- Active involvement in a school or community issue that concerns you—trash pickup in the community; ideas for recess and lunch time at school.
- Writing to your town/city or state officials about an issue important to you.
- Watching or reading age appropriate news.
- School or classroom voting.

# Computer Science and Digital Fluency Learning Standards



Standards at a Glance

Grades K-1

## Impacts of Computing



Subconcept	Standard
<b>Society</b>	<b>K-1.IC.1</b> Identify and discuss how tasks are accomplished with and without computing technology.
	<b>K-1.IC.2</b> Identify and explain classroom and home rules related to computing technologies.
<b>Ethics</b>	<b>K-1.IC.3</b> Identify computing technologies in the classroom, home, and community.
	<b>K-1.IC.4</b> Identify public and private spaces in our daily lives.
	<b>K-1.IC.5</b> <i>This Standard begins in Grade Band 2-3.</i>
<b>Accessibility</b>	<b>K-1.IC.6</b> With teacher support, identify different ways people interact with computers and computing devices.
<b>Career Paths</b>	<b>K-1.IC.7</b> Identify multiple jobs that use computing technologies.

## Computational Thinking



Subconcept	Standard
<b>Modeling and Simulation</b>	<b>K-1.CT.1</b> Identify and describe one or more patterns (found in nature or designed), and examine the patterns to find similarities and make predictions.
	<b>K-1.CT.2</b> Identify different kinds of data that can be collected from everyday life.
<b>Data Analysis and Visualization</b>	<b>K-1.CT.3</b> Identify ways to visualize data, and collaboratively create a visualization of data.
	<b>K-1.CT.4</b> Identify a problem or task and discuss ways to break it into multiple smaller steps.
<b>Abstraction and Decomposition</b>	<b>K-1.CT.5</b> Recognize that the same task can be described at different levels of detail.
	<b>K-1.CT.6</b> Follow an algorithm to complete a task.
<b>Algorithms and Programming</b>	<b>K-1.CT.7</b> Identify terms that refer to different concrete values over time.
	<b>K-1.CT.8</b> Identify a task consisting of steps that are repeated, and recognize which steps are repeated.
	<b>K-1.CT.9</b> Identify and fix (debug) errors within a simple algorithm.
	<b>K-1.CT.10</b> Collaboratively create a plan that outlines the steps needed to complete a task.

Standards at a Glance

Grades K-1

Networks & System Design



Subconcept	Standard
Hardware and Software	<b>K-1.NSD.1</b> Identify ways people provide input and get output from computing devices.
	<b>K-1.NSD.2</b> Identify basic hardware components that are found in computing devices.
	<b>K-1.NSD.3</b> Identify basic hardware and/or software problems.
Networks and the Internet	<b>K-1.NSD.4</b> Identify how protocols/rules help people share information over long distances.
	<b>K-1.NSD.5</b> Identify physical devices that can store information.

Cybersecurity



Subconcept	Standard
Risks	<b>K-1.CY.1</b> Identify reasons for keeping information private.
Safeguards	<b>K-1.CY.2</b> Identify simple ways to help keep accounts secure.
	<b>K-1.CY.3</b> <i>This Standard begins in Grade Band 2-3.</i>
	<b>K-1.CY.4</b> Decode a word or short message using a simple code.
Response	<b>K-1.CY.5</b> Identify when it is appropriate to open and/or click on links or files.

Digital Literacy



Subconcept	Standard
Digital Use	<b>K-1.DL.1</b> Identify and explore the keys on a keyboard.
	<b>K-1.DL.2</b> Communicate and work with others using digital tools.
	<b>K-1.DL.3</b> Conduct a basic search based on a provided keyword.
	<b>K-1.DL.4</b> Use a least one digital tool to create a digital artifact.
	<b>K-1.DL.5</b> <i>This Standard begins in Grade Band 4-6.</i>
Digital Citizenship	<b>K-1.DL.6</b> <i>This Standard begins in Grade Band 2-3.</i>
	<b>K-1.DL.7</b> Identify actions that promote good digital citizenship and those that do not.

## Additional Internet Resources



**William Floyd School District:**

[www.wfsd.k12.ny.us](http://www.wfsd.k12.ny.us)

**Step 1: Go to Students**

**Step 2: Go to Additional Student Resources**



**New York State Education Department:**



**Regional Bilingual Education Resource Network:**

[www.rbern.org](http://www.rbern.org)

# Sample of our Kindergarten report card.

Student Name: \_\_\_\_\_

ATTENDANCE			
	T1	T2	T3
Days Absent			
Days Tardy			
SUPPLEMENTAL INSTRUCTION			
SUPPLEMENTAL INSTRUCTION			
Approximate Grade Level Text	T1	T2	T3
Kindergarten	Pre	A/B	C/D
1 <sup>st</sup> Grade	E/F	G/H	I/J
2 <sup>nd</sup> Grade	K/L	L/M	M/N
3 <sup>rd</sup> Grade	M/N	N/O	O/P
KEY TO PERFORMANCE LEVELS			
E	Exceeds Grade Level Expectations		
M	Meets Grade Level Expectations		
AP	Approaching Grade Level Expectations		
BL	Below Grade Level Expectations		
FINE MOTOR DEVELOPMENT			
	T1	T2	T3
Demonstrates age appropriate fine motor skills (cutting, coloring, etc.)			
Writes neatly & legibly	DO	DF	DF
READING			
	T1	T2	T3
Identifies & names letters			
Identifies letter sounds			
Blends sounds to form words			
Segments (breaks apart) sounds in words	DF	DF	DF
Recognizes & produces rhyming words			
Reads sight words			
Determines or clarifies the meaning of unknown words using a variety of strategies; utilizes reading strategies; pointing, picture clues, etc.			
Identifies the elements of a book; title, author, illustrator, etc.			
Identifies characters, settings, and major events in a story			
WRITING			
	T1	T2	T3
Prints letters			
Uses appropriate capitalization			
Recognizes & understands end punctuation	DF	DF	DF
Uses appropriate spacing between words			
Uses developmental spelling			
Correctly spells sight words			
Uses left to right & top to bottom direction			
Writes neatly & legibly			
Uses a combination of drawing, dictating, and writing to describe an event, supply information, and/or state an opinion			

SPEAKING & LISTENING			
	T1	T2	T3
Listens & responds during collaborative conversations: Attentive to speaker, stays on topic, follows rules of discussion	DF	DF	DF
Speaks to express ideas clearly: Speaks in complete sentences, includes supportive details, asks & answers questions			
MATH			
	T1	T2	T3
Counts to tell number of objects			
Demonstrates understanding of mathematical concepts			
Applies problem solving strategies			
SOCIAL STUDIES			
	T1	T2	T3
Demonstrates an understanding of content & concepts			
Understands subject related vocabulary			
SCIENCE			
	T1	T2	T3
Demonstrates knowledge of content & concepts			
Demonstrates appropriate use of mathematical applications, tools, & equipment			
KEY TO LIFE LONG LEARNING HABITS			
M	Meets Grade Level Expectations		
AP	Approaching Grade Level Expectations		
BL	Below Grade Level Expectations		
LIFE LONG LEARNING HABITS: Behaviors that Support Academic Progress			
	T1	T2	T3
Completes homework			
Follows directions			
Demonstrates pride in the quality of work			
Responsible for materials			
Completes tasks independently			
Uses time appropriately			
Actively engaged in class activities			
LIFE LONG LEARNING HABITS: Behaviors that Support Social Development			
	T1	T2	T3
Respectful to school personnel			
Respectful to peers			
Respectful to property			
Follows classroom & school rules & procedures			
Demonstrates self-control			
Accepts responsibility for own actions			
Works cooperatively with others			

ACADEMIC COMMENTS	
1st TRIMESTER COMMENTS	
2nd TRIMESTER COMMENTS	
3rd TRIMESTER COMMENTS	

# Every Student Succeeds Act

## 5

### Things every parent should know about New York State’s plan for the Every Student Succeeds Act



<b>What is ESSA?</b>	The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.
<b>Why does it matter?</b>	New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for <i>all</i> students.
<b>What do parents need to know?</b>	Below are highlights of important elements for parents and families in the plan. We encourage you to visit the <a href="#">New York State Education Department’s ESSA website</a> to learn more about the plan.

## 1 New York State values a well-rounded education for all.

Parents and families should know how their child’s school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators:		Future indicators:
For all schools	For high schools	
<ul style="list-style-type: none"> <li>English language arts</li> <li>Math</li> <li>Science</li> <li>Progress in learning English (for those who don’t speak it)</li> <li>Chronic absenteeism (absent 18+ days, with exceptions)</li> </ul>	<ul style="list-style-type: none"> <li>Social studies</li> <li>Graduation rate</li> <li>College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Out-of-school suspensions (beginning with 2018-19 results)</li> <li>Being ready for high school (once data becomes available)</li> <li>“Learning environment” indicators (e.g., class size, access to arts classes)</li> </ul>

## 2 New York State wants to reduce testing time and improve the testing experience.



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try new ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students’ native language.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is counting on parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will have a say in how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.

The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.

Parents will know how much each school is spending per student through the new reports.



Districts, schools, and the New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

PARENTS' RIGHT-TO-KNOW ESSA

1005(e) "(e) PARENTS' RIGHT-TO-KNOW— "(1) INFORMATION FOR PARENTS.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: "(i) Whether the student's teacher— "(i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; "(ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and "(iii) is teaching in the field of discipline of the certification of the teacher. "(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

"(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student— "(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and "(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

"(2) TESTING TRANSPARENCY.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

"(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— "(i) the subject matter assessed; "(ii) the purpose for which the assessment is designed and used; "(iii) the source of the requirement for the assessment; and "(iv) where such information is available— "(i) the amount of time students will spend taking the assessment, and the schedule for the assessment; and "(ii) the time and format for disseminating results."

"(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

"(3) LANGUAGE INSTRUCTION.—

"(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of— "(i) the

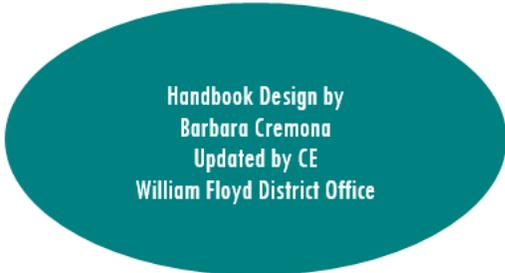
reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; "(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; "(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; "(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; "(v) how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; "(vi) the specific exit requirements of the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four year adjusted cohort graduation rates and ex17 tended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; "(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section "(viii) information pertaining to parental rights that includes written guidance— "(i) detailing the right that parents have to have their child immediately removed from such program upon their request; "(ii) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(iii) assisting parents in selecting among various programs and methods of instruction, if more than program or method is offered by the eligible entity.

"(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

"(C) PARENTAL PARTICIPATION.— "(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can— "(I) be involved in the education of their children; and "(II) be active participants in assisting their children to— "(aa) attain English proficiency; "(bb) achieve at high levels within a well-rounded education; and "(cc) meet the challenging State academic standards expected of all students. "(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

"(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status. "(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand."

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