



KINGSTON PRIMARY TITLE I HANDBOOK 2018-2019

AUGUST 14, 2018
KINGSTON K-14 SCHOOL DISTRICT
10047 Diamond Road, Cadet, MO 63630



MISSION STATEMENT

The Kingston K-14 School District ensures that every student will experience success by providing an environment that encourages everyone to keep learning, inspires pride, promotes dreaming boldly, and offers support to all students, staff, and community members.

VISION STATEMENT

Within the next five years, Kingston K-14 will be one of the top-academically performing districts in the state, by creating a community of learners who strive for success and work together to proudly achieve their goals.

OUR CORE VALUES

KEEP LEARNING through: collaboration, engagement, cooperation, life-long learning, motivation, and goal-setting.

INSPIRE PRIDE through: a clean, organized campus, school spirit, celebration and recognition, and participation.

PROMOTE DREAMING BOLDLY through: goal setting, encouragement, taking risks, celebrating even small successes.

SUPPORT OTHERS through: communication, acceptance, empathy, love, honesty, and mercy.

Kingston Primary School receives Title I funding to support programs for students who are academically at risk. Kingston Primary offers Title I services to students in three ways:

Title I Reading

Title I Reading is a highly effective short-term intervention of one-to-one tutoring or small group instruction for low-achieving students. Title I Reading serves the **lowest-achieving readers**—the students who are not catching on to the complex set of concepts that make reading and writing possible. Individual students participate in lessons each school day for 12 to 20 weeks or longer with a specially trained teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

Title I Math

The goal of the Title I Math program is to accelerate the learning of students who are achieving below grade level in mathematics. These students are identified for services based on multi-criteria by the Title I specialists assigned to the students' site. The teacher works to determine students' current understanding in mathematics. The assessments the teachers administer are utilized to inform the teachers' instruction. The Title I teachers incorporate knowledge about their students' current understandings into their planning and teaching. All of our students in grades K-5 participate in Title I Math services.

Title I Tutoring

Kingston Primary students are also able to participate in after-school tutoring. These students are typically recommended by a teacher, but parents may also request that their child participate in tutoring. Tutoring services are not offered until after the first progress report goes home (typically around Labor Day). Teachers will notify parents if they believe a student needs additional help or instruction and schedule them for after-school tutoring one or more days a week. Students who stay for tutoring are able to ride the Cougar College bus home.

Title I Documents

A stipulation of Title I funding requires that the district and each Title I funded building has certain documents available and policies in place and makes parents aware of this information. You will find all of that information in this handbook.

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents	
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1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV-A, Title V
² In compliance with ESSA Title VIII-Part C, Sec. 8304(a)(3)(C)

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes:

1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and
2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties.

The following activities will occur in the investigation:

1. **Record.** A written record of the investigation will be kept.
2. **Notification of LEA.** The LEA will be notified of the complaint within five days of the complaint being filed.
3. **Resolution at LEA.** The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. **Report by LEA.** Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. **Verification.** Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. **Appeal.** The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

Kingston K-14

District Title I - Parent and Family Engagement Policy

This policy and the plan to implement it have been developed jointly and in agreement with, and will be distributed to, parents and family members of students participating in the Title I program. Parents and family shall be notified of the policy in an understandable, uniform format and in a language that recipients can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents, family, and the school.

EXPECTATIONS FOR PARENT AND FAMILY ENGAGEMENT

Contingent on confirmation of resources and other necessary information being provided by state and federal authorities, it is the intent of the Board that parents and family of participating students shall be provided with flexible opportunities for organized, on-going, and timely participation in the planning, review, and improvement of the Title I program, including opportunities to suggest modifications based on the changing needs of parents, family, and the schools.

The Title I program shall be designed to assist students to acquire the capacities and achieve the goals established by law, as well as the goals and standards established by the Board. These goals and standards shall be shared with parents and family in a manner that will give them: (1) timely information about programs; (2) a description and explanation of the school's curriculum, (3) the forms of academic assessment used to measure student progress, (4) the achievement levels used to measure student progress on the state academic standards; (5) the achievement level of their child on the state academic standards assessments; and (6) if requested, opportunities to provide feedback and to participate in decisions relating to the education of their children.

SUPPORT FOR PROGRAM

If the District's Title I allocation is \$500,000 or more, the District shall reserve not less than one percent (1%) of its allocation for the purpose of promoting parent and family engagement and shall distribute the reserved funds with priority given to high-need schools. Parents and family of participating students shall be provided the opportunity to help decide how this portion of the Title I funds will be allotted for parent and family engagement activities.

The District will provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. These measures may include, but shall not be limited to, the following:

Designation of resources to assist in communicating with parents and family, encouraging them to use available parent and family resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his/her educational achievements. Resources may include individuals, agencies, materials, and services.

Sharing options, when feasible, for coordinating and integrating Title I program strategies with services of other community programs, businesses, and federal and state agencies and local laws and programs.

Identification of ways in which parents and family can be engaged in staff training activities to demonstrate the value of parent and family engagement and various techniques designed to successfully engage parents and family as equal partners in their child's education.

Making a good faith effort to convene an annual meeting at a convenient time to which all parents and family of participating children shall be invited and encouraged to attend to inform them of their school's participation in and requirements for Title I programs and of their rights to be involved.

Designing and conducting an effective annual evaluation process whereby parents can share their ideas about the content and effectiveness of this Policy in improving the academic quality of schools receiving Title I funds, and the plan designed to implement it. This process shall focus on the following questions: Does this Policy increase parent participation? What barriers to parent participation still exist, and how can they be reduced or removed? The findings produced by the annual evaluation shall be utilized to design strategies for school improvement and for revising this Policy, if necessary.

In the design of activities and materials for parents, particular attention shall be given to reaching and involving those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

SCHOOL POLICIES

Each school shall submit to the Title I Committee, for review, comment and approval, its Title I school parent and family engagement policy, which must meet all legal requirements, including a school-parent compact developed in keeping with legal requirements. This Policy shall be developed jointly with, and distributed by the school to, parents of participating students.

A copy of each school's parent and family engagement policy shall be kept on file in the Central Office.

Kingston K-14 Primary School
Title I Parent and Family Engagement Policy

Kingston K-14 Primary School has developed and agreed upon this parent involvement policy in consultation with teachers, principals, program administrators, and parents/guardians of participating children.

We welcome the participation of parents/guardians in support of student learning and recognize that parental involvement increases the opportunities for student success. It is the goal of Kingston Primary School to foster and maintain ongoing communications with parents/guardians concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of the children's schools. Kingston Primary School will provide this information in an understandable, uniform format and when necessary, provide alternative formats in a language that parents/guardians can understand.

Communications with parents/guardians shall, at all times, respect the privacy of students and their families. To the extent practical, Kingston Primary School shall provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children. This process will include providing information and school reports in a format and language parents/guardians understand.

Kingston Primary School will consult with parents/guardians, teachers, principals and federally funded program administrators during the process of developing and revising the district's consolidated application for federal funds and during the process of school policy review and improvement. The process of school review will include the timely publication and dissemination of the annual progress report results to parents/guardians, teachers, principals, and the school community. It is the intent of Kingston Primary School that parents/guardians of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents/guardians of children attending such schools are provided promptly with information about the options available to them if applicable.

When needed, Kingston Primary School will publish and disseminate to parents/guardians and to the public, information regarding any actions taken by the district to address the problems that led to the identification of a school for improvement, corrective action, or restructuring.

At the beginning of each school year, Kingston Primary School will provide information to the parents/guardians about the professional qualifications of the classroom teachers and paraprofessionals working with their children.

In order to build the capacity of schools and parents/guardians for strong parental performance, Kingston K-14 Primary School will:

- Assist parents in understanding their students benchmark scores, state standards, local assessments, teach them how to monitor their child's progress and work with educators to improve the achievement of their children;
- Provide materials and training to help parents/guardians to work with their children to improve their children's achievement during Family Literacy Nights, and provide literacy training and technology training, as appropriate, to foster parental involvement;
- Educate our staff on how to reach out to, communicate with, and work with parents/guardians to build ties between parents/guardians and schools;
- Ensure that information we send home is in a language and format that parents/guardians can understand; and
- Provide such other reasonable support for parental involvement activities as parents/guardians may request; and to the extent feasible and appropriate, Kingston K-14 Primary School coordinates and integrates parent involvement programs and activities with public preschools and other local programs and conducts other activities, such as a parent resource center, that encourage and support parents/guardians in more fully participating in the education of their children.

To ensure the effectiveness of this parent involvement policy, Kingston K-14 Primary School will conduct an annual evaluation. We will use this annual evaluation to improve the academic quality of our school and identify barriers to greater participation by parents/guardians in activities. This evaluation will focus particular attention on parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Kingston K-14 Primary School will use the findings of this evaluation to design

strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

Kingston K-14 Primary School will involve parents/guardians/families in following ways:

- Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved.
- Offer a flexible number of meetings, such as meetings in the morning or evening, and when able to, may provide with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement.
- Carry out capacity-building activities for parents/guardians.
- Involve parents/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental policy and the joint development of the school-wide program plan under Title I.
- Provide parents/guardians of participating children timely information about programs under Title I.
- A description and explanation of our curriculum and assessments used to measure student success. We will also describe how we measure student proficiency and what levels students need to meet for each grade level; and
- If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible; and
- If the school-wide program plan is not satisfactory to the parents/guardians of participating children, submit any parent comments on the plan when the school makes the plan available to the district.

As a component of the school-level parental involvement policy, each school served under this policy jointly develops a school-parent compact that outlines how parent, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. These compacts, available in the local school office, shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this policy to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- Address the importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum – parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Frequent reports to parents/guardians on their children's progress;
- Outline reasonable access to staff,
- Describe opportunities to volunteer.

Statement of Certification

You as a parent or guardian also have the right to know:

Upon your request, our district is required to provide to you in a timely manner, the following information about your child's teacher(s):

- Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.
- What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.

We are also required to verify that the staff in our Title I buildings meet the qualifications for Highly Qualified under federal program guidelines.

This statement certifies that the following teachers and administrators meet the criteria for Highly Qualified.:

Jenny Boyster-Pri/Ele. Principal
Lela Thompson-Title I Teacher
Krista Heddy-Kindergarten Teacher
Kirsten Hickman-First Grade Teacher
Christy Ward-First Grade Teacher
Tina Gostling-Second Grade Teacher
Beth McCann-Third Grade Teacher
Julie Spahr-Third Grade Teacher
Josie Swaringim—Fourth Grade Teacher
Kent Mathes-Fifth Grade Teacher
Tammy Portell-Title I Math
Jennifer Saunders- Title I Reading
Renee Homan-Primary Sp. Education
Brenda Solomon-Title I Reading
Jane Emery-Librarian
Kelly Clark-Music and Exploratory

Marlene King-Assistant Principal
Britney Niggeman-Kindergarten Teacher
Allison Ward-Kindergarten Teacher
Sheila Ratcliff-First Grade Teacher
Shannon Gann-Second Grade Teacher
Samantha Garrison-Second Grade Teacher
Matt Merseal-Fourth Grade Teacher
Suzanne Merklin-Fourth Grade Teacher
Misty Gullet-- Fifth Grade Teacher
Danielle Hawn-Fifth Grade Teacher
Julie Jost- Title I Reading
Kim Phegley—Title I Math
Christine Russell-Primary Special Education
Bobby Rousan-PE/Health
Kyle Nettles-PE/Health
Sarah Dicus-Primary Sp. Education

In addition to the information that parents may request, districts must provide to each individual parent the following:

- Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and
- Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

If you have further questions regarding these teachers' qualifications, please do not hesitate to contact either building administrator, at 438-4982, ext. 803 for the Primary Office or 438-4982, ext. 801 for the Primary Office.

Assessments

This is a list of assessments your child will be taking this year:

Kindergarten

Reading

CAP (at least three times during the year-beginning, middle, and end)

DRA/Benchmark (as needed to determine progress)

Fluency Test (as needed to determine progress)

Weekly Assessment

Unit Assessment (every 4 to 6 weeks)

Beginning/End of Year Assessment

Math:

Topic Test

Fact Fluency Test

Beginning/End of Year Assessment

First Grade

Reading

DRA/Benchmark (as needed to determine progress)

Fluency Test (as needed to determine progress)

Weekly Assessment

Unit Assessment (every 4 to 6 weeks)

Beginning/End of Year Assessment

Math:

Topic Test

Fact Fluency Test

Beginning/End of Year Assessment

Second Grade

Reading

DRA/Benchmark (as needed to determine progress)

Fluency Test (as needed to determine progress)

Weekly Assessment

Unit Assessment (every 4 to 6 weeks)

Beginning/End of Year Assessment

Math:

Topic Test

Fact Fluency Test

Beginning/End of Year Assessment

Missouri Learning Standards

ELA

Kindergarten	First Grade	Second Grade
<p>With assistance, develop and demonstrate reading skills in response to read-alouds by:</p> <ul style="list-style-type: none"> a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts from a read aloud or familiar story d. connecting the information and events of a text to experiences e. recognizing beginning, middle, and end 	<p>Develop and demonstrate reading skills in response to reading text and read-alouds by:</p> <ul style="list-style-type: none"> a. predicting what will happen next using prior knowledge b. asking and responding to relevant questions c. seeking clarification and locating facts and details about stories and other texts d. retelling main ideas in sequence including key details e. recognizing beginning, middle, and end f. monitoring comprehension and making corrections and adjustments when that understanding breaks down 	<p>Develop and demonstrate reading skills in response to text by:</p> <ul style="list-style-type: none"> a. using text features to make and confirm predictions, explain why not confirmed b. asking and responding to relevant questions c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral e. monitoring comprehension and making corrections and adjustments when understanding breaks down
<p>With assistance, develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> a. identifying and sorting pictures of objects into conceptual categories b. demonstrating understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using a picture dictionary to find words e. using words and phrases acquired through conversations, reading and being read to, and responding to texts 	<p>Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> a. using common affixes to figure out the meaning of a word b. identifying common root words and their inflectional endings c. identifying words that name actions and words that name persons, places, or things d. recognizing that compound words are made up of shorter words e. determining what words mean from how they are used in context of a sentence either heard or read f. sorting words into conceptual categories g. distinguishing shades of meaning among verbs and adjectives h. locating words in a dictionary i. using words and phrases acquired through conversations, reading and being read to, and responding to texts 	<p>Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> a. using prefixes, root words, and suffixes to determine the meaning of words b. using knowledge of the meaning of individual words to determine the meaning of compound words c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases f. distinguishing meaning among closely related verbs and adjectives g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases
<p>With assistance, determine the connection between:</p> <ul style="list-style-type: none"> a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction) 	<p>Determine the connection between:</p> <ul style="list-style-type: none"> a. text to text (text ideas, including similarities and differences in fiction and nonfiction) 	<p>Determine the relevant connections between:</p> <ul style="list-style-type: none"> a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to world (text ideas regarding experiences in the world)

Kindergarten ELA cont.	First Grade ELA cont.	Second Grade ELA cont.
<p>Read independently for sustained periods of time by:</p> <p>a. engaging with text as developmentally appropriate</p>	<p>Read independently for multiple purposes over sustained periods of time by:</p> <p>a. engaging with and reading text that is developmentally appropriate</p> <p>b. producing evidence of reading</p>	<p>Read independently for multiple purposes over sustained periods of time by:</p> <p>a. reading text that is developmentally appropriate</p> <p>b. producing evidence of reading</p>
<p>With assistance, read, infer, and draw conclusions to:</p> <p>a. identify elements of a story, including setting, character, and key events</p> <p>b. retell a main event from a story read aloud and familiar stories</p> <p>c. recognize sensory details and recurring phrases</p> <p>d. recognize different types of texts</p> <p>e. name author and illustrator of a story and describe how each is telling the story</p> <p>f. compare and contrast adventures of characters in familiar stories</p> <p>g. ask and answer questions about unknown words in text</p>	<p>Read, infer, analyze, and draw conclusions to:</p> <p>a. describe characters, setting, problem, solution, and events in logical sequences</p> <p>b. describe the main idea of a story</p> <p>c. describe sensory details</p> <p>d. explain recurring phrases and why they are used</p> <p>e. explain the actions of the main character and the reasons for those actions</p> <p>f. identify who is telling the story</p> <p>g. compare and contrast adventures and experiences of characters in stories</p>	<p>Read, infer, analyze, and draw conclusions to:</p> <p>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p> <p>b. describe the main characters in works of fiction, including their traits, motivations, and feelings</p> <p>c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events</p> <p>d. describe cause-and-effect relationships</p> <p>e. explain how the story changes based on who is telling the story</p> <p>f. compare and contrast the differences in points of view of characters and how stories are narrated</p>
<p>With assistance, read, infer, and draw conclusions to:</p> <p>a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. describe how rhythm, rhyme, and repetition create imagery in poetry</p> <p>b. use onomatopoeia</p>
<p>With assistance, read, infer, and draw conclusions to:</p> <p>a. identify characters in a puppet play or performance by actors</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. identify characters and dialogue in plays or performances by actors</p> <p>b. recognize sensory details in literary texts</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. identify characters, setting, acts, and scenes in plays</p> <p>b. identify the elements of dialogue and use them in informal plays</p>
<p>With assistance, read, infer, and draw conclusions to:</p> <p>a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations</p> <p>b. use titles and illustrations to make predictions about text</p> <p>c. identify text features</p> <p>d. identify the meaning of environmental print</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. use text features to restate the main idea</p> <p>b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words</p> <p>c. use text features to locate specific information in text</p> <p>d. follow written multi-step directions with picture cues to assist with understanding</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. identify the main idea of sections of text and distinguish it from the topic</p> <p>b. demonstrate understanding by locating facts to answer and/or ask questions</p> <p>c. use text features to locate specific information</p> <p>d. explain common graphic features to assist in the interpretation of text</p> <p>e. follow written multi-step directions</p> <p>f. describe connections between and state the order of the events or ideas</p>
<p>With assistance, read, infer, and draw conclusions to:</p> <p>a. respond to examples of sensory details</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. distinguish between fiction and nonfiction</p> <p>b. identify examples of sensory details</p>	<p>Read, infer, and draw conclusions to:</p> <p>a. explain why a text is fiction or nonfiction</p> <p>b. ask and answer questions to clarify meaning explain examples of sensory details</p>

Kindergarten ELA cont.	First Grade ELA cont.	Second Grade ELA cont.
<p>With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text 	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic 	<p>Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> a. explain main ideas and supporting details b. describe the connection between events and retell the sequence of events c. describe the connection between and identify problems and solutions d. identify the author's purpose e. compare and contrast the most important points presented by text on the same topic
<p>With assistance, develop an awareness of media literacy by:</p> <ul style="list-style-type: none"> a. identifying different forms of media b. identifying techniques used in media 	<p>With assistance, develop an awareness of media literacy by:</p> <ul style="list-style-type: none"> a. distinguishing purposes of media b. explaining techniques used in media 	<p>Read to develop an understanding of media and its components by:</p> <ul style="list-style-type: none"> a. explaining purposes of media b. describing techniques used to create media messages c. identifying various written conventions for using digital media
<p>Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> a. identifying all upper- and lower-case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one-to-one correspondence between spoken words and written words 	<p>Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> a. recognizing that sentences are comprised of words separated by spaces b. recognizing the distinguishing features of a sentence 	<p>Develop print awareness in the reading process by:</p> <ul style="list-style-type: none"> a. understanding that sentences are organized into paragraphs to convey meaning
<p>Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> a. identifying sounds in spoken words b. producing rhymes in response to spoken words c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound e. blending spoken onsets and rimes to form simple words f. blending spoken phonemes to form one-syllable words g. isolating the initial, medial, and final sounds in spoken words h. segmenting spoken words into 2 or 3 phonemes 	<p>Develop phonemic awareness in the reading process by:</p> <ul style="list-style-type: none"> a. producing and identifying sounds and syllables in spoken words b. distinguishing between long and short vowel sounds c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed d. blending spoken phonemes to form one- or two-syllable words including consonant blends e. segmenting spoken words of three to five phonemes into individual phonemes 	

Kindergarten ELA cont.	First Grade ELA cont.	Second Grade ELA cont.
<p>Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> producing and writing letter(s) for most short vowel and consonant sounds reading high-frequency words blending letter sounds to decode simple words recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words 	<p>Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> decoding words in context by using letter-sound knowledge identifying letters for the spelling of short and long vowels producing consonant blends producing consonant digraphs combining sounds from letters and common spelling patterns to create and decode recognizable words using syllabication patterns to decode words reading irregularly spelled words reading root words with inflectional endings reading contractions and compound words reading high-frequency words demonstrating decoding skills when reading 	<p>Develop phonics in the reading process by:</p> <ol style="list-style-type: none"> decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs distinguishing long and short vowels when reading regularly spelled one-syllable words decoding regularly spelled two-syllable words with long vowels decoding words with vowel diphthongs decoding words with vowel digraphs reading words with common prefixes and suffixes using contractions using common syllable patterns to decode words including <i>r</i>-controlled vowels reading irregularly spelled high-frequency words demonstrating decoding skills when reading new words in a text
<p>Read, with support, appropriate texts with purpose and understanding</p>	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ol style="list-style-type: none"> use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <ol style="list-style-type: none"> use context to confirm or self-correct word recognition and understanding, rereading as necessary
<p>Follow a writing process, with assistance, to generate a writing plan through:</p> <ol style="list-style-type: none"> using pictures, oral language or written letters, and/or words 	<p>Follow a writing process to plan a first draft by:</p> <ol style="list-style-type: none"> brainstorming and recording key ideas 	<p>Follow a writing process to plan a first draft by:</p> <ol style="list-style-type: none"> brainstorming and recording key ideas using a graphic organizer
<p>Appropriate to genre type, develop a draft from prewriting by:</p> <ol style="list-style-type: none"> sequencing the actions or details through letters, words, and pictures 	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <ol style="list-style-type: none"> sequencing ideas into sentences and staying on topic throughout the text generating evidence of a simple opening and simple closing 	<p>Appropriate to genre type, develop a draft from prewriting by:</p> <ol style="list-style-type: none"> sequencing ideas into clear and coherent sentences that addresses appropriate audience generating paragraphs with one main idea creating evidence of a beginning, middle, and end
<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ol style="list-style-type: none"> respond to questions and suggestions, adding details to strengthen writing edit by leaving spaces between words in a sentence 	<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ol style="list-style-type: none"> respond to question/suggestions, clarifying meaning by adding details to sentence construction and strengthening writing edit by leaving spaces between words in sentences edit for language conventions 	<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ul style="list-style-type: none"> strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice <ol style="list-style-type: none"> edit for language conventions

Kindergarten ELA cont.	First Grade ELA cont.	Second Grade ELA cont.
<p>With assistance from adults/peers:</p> <p>a. explore a variety of conventional/digital tools to produce and publish writing</p>	<p>With assistance from adults/peers:</p> <p>a. use a variety of conventional/digital tools to produce and publish writing</p>	<p>With assistance from adults/peers:</p> <p>a. use a variety of conventional/digital tools to produce and publish writing</p> <p>b. introduce keyboarding skills</p>
<p>With assistance, draw/write opinion texts that:</p> <p>a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied</p> <p>b. give logical reasons for suggesting that others follow a particular course of action or line of thinking</p> <p>c. use words that are related to the topic</p>	<p>Write opinion texts that:</p> <p>a. introduce a topic or text being studied</p> <p>b. state an opinion about the topic or text and provide a reason for the opinion</p> <p>c. use some specific words that are related to the topic</p> <p>d. follow a sense of order in writing</p> <p>e. provide some sense of closure</p>	<p>Write opinion texts that:</p> <p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. state an opinion about the topic or text and provide reasons for the opinion</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking/transition words and phrases to signal event order</p> <p>e. provide evidence of a beginning, middle, and concluding statement or section</p>
<p>With assistance, draw or write informative/explanatory texts that:</p> <p>a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied</p> <p>b. use words that are related to the topic</p>	<p>Write informative/ explanatory texts that:</p> <p>a. introduce a topic or text being studied and supply facts</p> <p>b. use some specific words that are related to the topic</p> <p>c. follow a sense of order in writing</p> <p>d. create some sense of closure</p>	<p>Write informative/ explanatory texts that:</p> <p>a. introduce a topic or text being studied, using complete sentences</p> <p>b. use facts and definitions to develop points in generating paragraphs</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking words and phrases to signal event order</p> <p>e. create a concluding statement or paragraph</p>
<p>With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <p>a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined</p> <p>b. tell the reader about a character or personal event</p> <p>c. place events in the order they occurred</p> <p>d. use words that are related to the topic</p> <p>e. provide a reaction to what happened in the events</p>	<p>Write fiction or non-fiction narratives and poems that:</p> <p>a. narrate a story or experience</p> <p>b. use details to describe the story or experience</p> <p>c. place events in the order they occurred</p> <p>d. use linking words to indicate beginning/middle/ end</p> <p>e. use words that are related to the topic</p> <p>f. provide a reaction to what happened in the events</p>	<p>Write fiction or non-fiction narratives and poems that:</p> <p>a. establish a situation/topic based on the student's experience or imagination</p> <p>b. introduce a main character and setting</p> <p>c. develop sensory details</p> <p>d. follow a logical sequence of events using complete sentences to create a beginning/middle/ end</p> <p>e. use linking/transition words to signal event order</p> <p>f. use specific words related to topic and audience</p>

Kindergarten ELA cont.	First Grade ELA cont.	Second Grade ELA cont.
<p>With assistance, apply research process to:</p> <ol style="list-style-type: none"> generate a list of open-ended questions about topics of class interest decide what sources or people in the classroom, school, library, or home can answer their questions gather evidence from sources use pictures in conjunction with writing when documenting research 	<p>With assistance, apply research process to:</p> <ol style="list-style-type: none"> generate a list of open-ended questions about topics of interest decide what sources of information might be relevant to answer these questions gather personal and natural evidence from available sources as well as from interviews with local experts organize information found during group or individual research, using graphic organizers or other aids make informal presentations of information gathered self-evaluate using previously established teacher/student criteria 	<p>Apply research process to:</p> <ol style="list-style-type: none"> generate a list of open-ended questions about topics of interest create an individual question about a topic use own question to find information on a topic gather evidence from available sources, literary and informational record basic information from literary and informational texts in simple visual format present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria
<p>In speech and written form, apply standard English grammar to:</p> <ol style="list-style-type: none"> identify naming words (nouns) and action words (verbs) use plural words when speaking express time and space demonstrate the use of complete sentences in shared language activities use question words in sentences 	<p>In speech and written form, apply standard English grammar to:</p> <ol style="list-style-type: none"> use nouns and action verbs that designate past, present, and future in sentences use adjectives/adverbs in sentences use the conjunctions <i>and</i>, <i>but</i>, and <i>so</i> in sentences use the articles <i>a</i>, <i>an</i>, and <i>the</i> in sentences use common prepositions use common pronouns produce complete simple and compound sentences 	<p>In speech and written form, apply standard English grammar to:</p> <ol style="list-style-type: none"> use nouns and pronouns in writing use collective nouns use common irregular nouns use reflexive pronouns use regular verbs use helping verbs with regular verbs use adjectives and adverbs in sentences produce simple declarative, imperative, exclamatory, and interrogative sentences
<p>In written text:</p> <ol style="list-style-type: none"> print in upper- and lowercase letters recognize that a sentence ends with punctuation marks capitalize own first and last name capitalize first word in a sentence capitalize the pronoun <i>I</i> write and name the printed letters that match the sound use inventive spelling with beginning, final, and medial sounds write and name letters for consonant and vowel sounds use correct spelling of own first and last names 	<p>In written text:</p> <ol style="list-style-type: none"> print legibly, using correct spacing between words and sentences use ending punctuation capitalize the first letter of others' first and last names use commas to separate single words in a series spell words using regular spelling patterns spell words phonetically using phonemic awareness and spelling knowledge arrange words in alphabetical order to the first letter 	<p>In written text:</p> <ol style="list-style-type: none"> write legibly (print, cursive) use dialogue that contains quotation marks use apostrophes correctly for contractions capitalize weeks, days, months, holidays capitalize abbreviated titles of people spell words using irregular spelling patterns spell and use the plural of nouns by adding <i>-es</i> to nouns ending in <i>-s</i>, <i>-ss</i>, <i>-sh</i>, <i>-ch</i>, or <i>-x</i> use nouns that change their spelling in plural form arrange words in alphabetical order to the second letter

Kindergarten ELA cont.	First Grade ELA cont.	Second Grade ELA cont.
Develop and apply effective listening skills and strategies in formal and informal settings by: <ol style="list-style-type: none"> following classroom listening rules continuing a conversation through multiple exchanges following one-step instructions, according to classroom expectations 	Develop and apply effective listening skills and strategies in formal and informal settings by: <ol style="list-style-type: none"> following classroom listening rules building on others' talk in conversations by responding to the comments of others following two-step instructions, according to classroom expectations 	Develop and apply effective listening skills and strategies in formal and informal settings by: <ol style="list-style-type: none"> following classroom listening rules following three-step instructions, according to classroom expectations
Develop and apply effective listening skills and strategies in formal and informal settings by: <ol style="list-style-type: none"> demonstrating active listening, according to classroom expectations 	Develop and apply effective listening skills and strategies in formal and informal settings by: <ol style="list-style-type: none"> demonstrating active listening, according to classroom expectations 	Develop and apply effective listening skills and strategies in formal and informal settings by: <ol style="list-style-type: none"> demonstrating active listening, according to classroom expectations
Speak clearly using conventions of language when presenting individually or with a group by: <ol style="list-style-type: none"> taking turns speaking, according to classroom expectations continuing a conversation through multiple exchanges confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media 	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: <ol style="list-style-type: none"> taking turns speaking, according to classroom expectations building on others' talk in conversations by responding to comments of others confirming comprehension of read-alouds and other media by retelling and asking appropriate questions 	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: <ol style="list-style-type: none"> taking turns in discussion with a shoulder partner, according to classroom expectations confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions
Speak clearly and audibly, using conventions of language when presenting individually or with a group by: <ol style="list-style-type: none"> describing personal experiences using a prop, picture, or other visual aid speaking in complete sentences 	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: <ol style="list-style-type: none"> explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding reciting poetry with a group or individually using complete sentences and adjusting volume, as needed 	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: <ol style="list-style-type: none"> explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience recalling and telling a story with details, including a beginning, middle, and end using academic language and conventions

Missouri Learning Standards Math

Kindergarten	First Grade	Second Grade
Know the number names and the count sequence.	Understand and use numbers up to 120.	
Count to 100 by ones and tens.	Count to 120, starting at any number less than 120.	
Count forward beginning from a given number between 1 and 20.	Read and write numerals and represent a number of objects with a written numeral.	
Count backward from a given number between 10 and 1.	Count backward from a given number between 20 and 1.	
Read and write numerals and represent a number of objects from 0 to 20.	Count by 5s to 100 starting at any multiple of five.	
Understand the relationship between numbers and quantities; connect counting to cardinality.		
Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		
Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.		
Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.		
Recognize, without counting, the quantity of groups up to 5 objects arranged in common patterns.		
Demonstrate that a number can be used to represent "how many" are in a set.		
Compare numbers.		
Compare two or more sets of objects and identify which set is equal to, more than or less than the other.		
Compare two numerals, between 1 and 10, and determine which is more than or less than the other.		
Work with numbers 11 – 19 to gain foundations for place value.	Understand place value of two-digit numbers.	Understand place value of three digit numbers.
Compose and decompose numbers from 11 to 19 into sets of tens with additional ones.	Understand that 10 can be thought of as a bundle of 10 ones – called a "ten".	Understand three-digit numbers are composed of hundreds, tens and ones.
	Understand two-digit numbers are composed of ten(s) and one(s).	Understand that 100 can be thought of as 10 tens – called a "hundred".

Kindergarten Math cont.	First Grade Math cont.	Second Grade Math cont.
	Compare two two-digit numbers using symbols $>$, $=$ or $<$.	Count within 1000 by 1s/10s/100s starting with any #
	Count by 10s to 120 starting at any number.	Read and write numbers to 1000 using number names, base-ten numerals and expanded form.
		Compare two three-digit numbers using the symbols $>$, $=$ or $<$.
	Use place value understanding to add and subtract.	Use place value understanding and properties of operations to add and subtract.
	Add within 100.	Demonstrate fluency with addition and subtraction within 100.
	Calculate 10 more or 10 less than a given number mentally without having to count.	Add up to four two-digit numbers.
	Add or subtract a multiple of 10 from another two-digit number, and justify the solution.	Add or subtract within 1000, and justify the solution.
		Use the relationship between addition and subtraction to solve problems.
		Add or subtract mentally 10 or 100 to or from a given number within 1000.
		Represent and solve problems involving addition and subtraction.
		Write and solve problems involving addition and subtraction within 100.
Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from.	Represent and solve problems involving addition and subtraction.	Add and subtract within 20.
Represent addition and subtraction within 10.	Use addition and subtraction within 20 to solve problems.	Demonstrate fluency with addition and subtraction within 20.
Demonstrate fluency for addition and subtraction within 5.	Solve problems that call for addition of three whole numbers whose sum is within 20.	
Decompose numbers less than or equal to 10 in more than one way.	Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	
Make 10 for any number from 1 to 9.	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	

Kindergarten Math cont.	First Grade Math cont.	Second Grade Math cont.
	Understand and apply properties of operations and the relationship between addition and subtraction.	Develop foundations for multiplication and division.
	Use properties as strategies to add and subtract.	Determine if a set of objects has an odd or even number of members. a. Count by 2s to 100 starting with any even number. b. Express even numbers as pairings/groups of 2, and write an expression to represent the number using addends of 2. c. Express even numbers as being composed of equal groups and write an expression to represent the number with 2 equal addends.
	Demonstrate that subtraction can be solved as an unknown-addend problem.	Find the total number of objects arranged in a rectangular array with up to 5 rows and 5 columns, and write an equation to represent the total as a sum of equal addends.
	Add and subtract within 20.	
	Add and subtract within 20.	
	Demonstrate fluency with addition and subtraction within 10.	
Reason with shapes and their attributes.	Reason with shapes and their attributes.	Reason with shapes and their attributes.
Describe several measurable attributes of objects.	Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.	Recognize and draw shapes having specified attributes, such as a given number of angles or sides. a. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes. b. Identify the faces of three-dimensional objects.
Compare the measurable attributes of two objects.	Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.
	Recognize two- and three-dimensional shapes from different perspectives and orientations.	Partition circles and rectangles into two, three or four equal shares, and describe the shares and the whole. a. Demonstrate that equal shares of identical wholes need not have the same shape.
	Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.	
Work with time and money.	Measure lengths in non-standard units.	Measure and estimate lengths in standard units.
Demonstrate an understanding of concepts of time and devices that measure time.	Order three or more objects by length.	Measure the length of an object by selecting and using appropriate tools.
Name the days of the week.	Compare the lengths of two objects indirectly by using a third object.	Analyze the results of measuring the same object with different units.

Kindergarten Math cont.	First Grade Math cont.	Second Grade Math cont.
Identify pennies, nickels, dimes and quarters.	Demonstrate the ability to measure length or distance using objects.	Estimate lengths using units of inches, feet, yards, centimeters and meters.
		Measure to determine how much longer one object is than another.
Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres.	Work with time and money.	Relate addition and subtraction to length.
Identify shapes and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size.	Tell and write time in hours and half-hours using analog and digital clocks.	Use addition and subtraction within 100 to solve problems involving lengths that are given in the same units.
Describe the relative positions of objects in space.	Know the value of a penny, nickel, dime and quarter.	Represent whole numbers as lengths on a number line, and represent whole-number sums and differences within 100 on a number line.
Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.		
Draw or model simple two-dimensional shapes.		
Compose simple shapes to form larger shapes using manipulatives.		
		Work with time and money.
		Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
		Describe a time shown on a digital clock as representing hours and minutes, and relate a time shown on a digital clock to the same time on an analog clock.
		Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.
		Find combinations of coins that equal a given amount.
Classify objects and count the number of objects in each category.	Represent and interpret data.	Represent and interpret data.
Classify objects into given categories; count the number of objects in each category.	Collect, organize and represent data with up to three categories.	Create a line plot to represent a set of numeric data, given a horizontal scale marked in whole numbers.
Compare category counts using appropriate language.	Draw conclusions from object graphs, picture graphs, T-charts and tallies.	Generate measurement data to the nearest whole unit, and display the data in a line plot.
		Draw a picture graph or a bar graph to represent a data set with up to four categories.
		Solve problems using information presented in line plots, picture graphs and bar graphs.
		Draw conclusions from line plots, picture graphs and bar graphs.

Missouri Learning Standards Science

Kindergarten	First Grade	Second Grade
Make qualitative observations of the physical properties of objects (i.e., size, shape, color, mass)	1.PS3.A.1 Identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb).	2. PS1.A.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]
K.PS2.A.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. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.]	1.PS4.A.1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]	2.PS1.A.2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
K.PS2.A.2 Describe ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop).	1.PS4.C.1 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern	2.PS2.A.1 Analyze data to determine how the motion of an object changed by an applied force or the mass of an object.
K.PS3.A.1 Make observations to determine the effect of sunlight on Earth’s surface.	1.LS1.A.1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]	2.PS4.A.1 Plan and conduct investigations to provide evidence that changes in vibration create change in sound.
K.PS3.B.1 With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.		2.LS2.A.1 Plan and conduct investigations on the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water).

Kindergarten Science cont.	First Grade Science cont.	Second Grade Science cont.
K.LS1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]	1.LS3.A.1 Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents. [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.]	2.LS2.A.2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
K.ESS1.B.1 Make observations during different seasons to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]	1.ESS1.A.1 Describe the presence of the Sun, Moon, and stars in the sky over time.	2.ESS1.C.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly. [Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.]
K.ESS2.D.1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]	1.ESS1.A.2 Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]	2.ESS2.A.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]
K.ESS2.E.1 With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs.	1.ESS2.D.1 Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation).	2.ESS2.B.1 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
K.ESS3.A.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	1.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	2.ESS2.C.1 Obtain information to identify where water is found on Earth and that it can be solid or liquid.
K.ESS3.B.1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment		2.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Kindergarten Science cont.	First Grade Science cont.	Second Grade Science cont.
K.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		

Missouri Learning Standards Social Studies

Kindergarten	First Grade	Second Grade
Identify reasons for making rules within the school.	Identify and explain why cities make laws.	Explain and give examples of how laws and rules are made and changed within a community.
Discuss the concept of individual rights.	Discuss how individual rights are protected.	Examine how individual rights are protected within a community.
	Give examples of being an active and informed citizen in your classroom or community.	Analyze how being an active and informed citizen makes a difference in your community. List the consequences of citizens not actively participating in their communities.
Describe the character traits of role models within your family or school.	Describe the character traits of role models within your community.	Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.
Identify the flag as a symbol of our nation.	Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.	Describe the importance of the Pledge of Allegiance.
Recite the Pledge of Allegiance.	Recognize and explain the significance of symbols of your local community.	Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.
Describe why groups need to make decisions and how those decisions are made in families and classrooms.	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.	Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.
Describe roles and responsibilities of people in authority in families and in groups.	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.	Identify and explain the concept of branches and functions of government.
		Compare the culture and people in our community across multiple time periods.
Create a personal history. Compare your family's life in the past and present.	Compare and contrast our community in the past and the present.	Compare and contrast the changing habitats, resources, art and daily lives of native American people in regions of the U.S.
Describe the contributions of people typically studied in K-5 programs associated with national holidays.	Describe the contributions of people typically studied in K-5 programs associated with national holidays.	Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.
Describe examples of scarcity within your family and school.	Describe examples of scarcity within your school and community.	Describe consumption and production and the relationship to goods and services within your region.
Describe examples of opportunity cost within your family and school.	Describe examples of goods and services within your school and community.	Demonstrate how people use money to buy and sell goods and services.

Kindergarten Social Studies cont.	First Grade Social Studies cont.	Second Grade Social Studies cont.
Describe examples of needs and wants within your family and school.	Describe consumers and producers and the relationship to goods and services within your school and community.	Demonstrate how people barter to exchange goods and services.
		Explain the relationship of income, labor, and wages.
		Describe a personal cost-benefit situation.
Identify maps as representations of real places.	Identify globes as representations of real places.	Read and construct maps with title and key.
With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.	With assistance, read, construct, and use maps which have a title and key.	Identify the properties and use of different types of maps for a variety of purposes.
Match legend symbols to map features.	Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc	
	Use a compass rose to identify cardinal directions on a map.	
Apply positional words to locations within the classroom	Locate a place by pointing it out on a map and by describing its relative location.	Name and locate the regions in your community.
		Name and locate regions of the world.
	Identify physical characteristics of your community. (See teacher resources for illustrative examples)	Identify and describe physical characteristics of the world. (See teacher resources for illustrative examples)
		Identify and describe physical characteristics of the student's region in Missouri. (See teacher resources for illustrative examples)
	Describe human characteristics of your community.	Identify and describe physical characteristics of the student's region in Missouri.
		Describe human characteristics of the student's region in Missouri.
		Describe different types of communication and transportation and identify their advantages and disadvantages.
		Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.
		Define the concept of regions as places which have unifying political, physical, or cultural characteristics.

Kindergarten Social Studies cont.	First Grade Social Studies cont.	Second Grade Social Studies cont.
		Identify examples of different regions in Missouri.
		Describe why people of different groups settle more in one place or region than another.
		Explain how geography affects the way people live today.
Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	Describe cultural characteristics of your school and community. (See teacher resources for illustrative examples)	Compare the cultural characteristics of regions in the state. (See teacher resources for illustrative examples)
Explain how to resolve disputes peacefully in the classroom and on the playground.	Propose peaceful resolutions of disputes in the classroom and on the playground.	Demonstrate a peaceful resolution to a dispute.
Share stories related to your family cultural traditions and family lore.	Recount stories about locations, people, and cultural events in your community.	Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.
Describe how you and your family remember and commemorate your cultural heritage.	Describe how your community commemorates its cultural heritage.	Describe how regions commemorate cultural heritage.
Label and analyze different social studies' sources with guidance and support from an adult.	Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.	Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support.
Use artifacts to share information on social studies' topics.	Identify and use artifacts to share information on social studies' topics.	Select and use artifacts to share information on social studies' topics.
Use visual tools to communicate information.	Create visual tools to communicate information.	Use visual tools and informational texts to communicate information.
		Explain the difference between fact and opinion in social studies' topics.
		Explain the concept of point of view in social studies' topics.
Share findings about a social studies' topic.	Share findings about a social studies' topic.	Share research about a social studies' topic.
Ask questions and find answers, with assistance.	Ask supporting questions and find answers about social studies' topics, with assistance.	Develop supporting questions about social studies' topics, with assistance.
		Describe a process to answer those questions
		Discuss types of sources that would be helpful in exploring social studies' questions.

Missouri Learning Standards Music

Kindergarten	First Grade	Second Grade
Use singing, speaking, whispering and shouting voices	Reproduce/echo melodies in limited range [<i>sol-mi, la-sol-mi</i>] Use a singing voice with a head tone	Apply accurate *pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>] Demonstrate appropriate singing posture
	Demonstrate fast and slow *tempo	Demonstrate loud and soft *dynamics [<i>p, f</i>] and fast and slow tempo
Perform a varied repertoire of songs, including <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals 	Perform a varied repertoire of songs, including <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals 	Perform a varied repertoire of songs, including <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals
		Perform *ostinati
Perform in groups following cues of the *conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, following the cues of the conductor
Perform using two dynamic levels—soft and loud Echoes simple rhythms (long and short sounds)	Perform a steady beat Echo simple rhythmic patterns	Perform the following rhythmic patterns using standard or iconic notation: <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs
	Demonstrate fast and slow tempi	Demonstrate loud and soft dynamics [<i>p, f</i>] and fast and slow tempi
Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles
Echo short rhythmic patterns on rhythm instruments and/or body percussion	Echo short rhythmic patterns on rhythm instruments and/or body percussion	Echo short rhythmic patterns on rhythm instruments and/or body percussion
Perform in groups following cues of the conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor
	*Improvise short rhythmic patterns	Improvise short rhythmic and melodic patterns
	Create a single tone or non-pitched accompaniment for songs and stories	Create a rhythmic composition using *icons Create a *phrase by arranging rhythms

Kindergarten Music cont.	First Grade Music cont.	Second Grade Music cont.
Read icons for long and short sounds and silence in duple meter	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • quarter note/rest • eighth-note pairs 	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs
	Identify icons for high and low sounds	Identify melodies that move up, down, or stay the same Transfer melodic icons to pitch notation (e.g., two line *staff)
	Recognize fast and slow tempi	Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i>
Distinguish between same and different	Distinguish between music opposites <ul style="list-style-type: none"> • same/different • high/low • fast/slow • long/short • smooth/separated • soft/loud • up/down 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • *introduction
Respond and move to aural examples of music <ul style="list-style-type: none"> • sound and silence Differentiate between nature, man-made, and animal sounds Differentiate between various vocal productions: <ul style="list-style-type: none"> • singing • whispering • shouting • speaking 	Demonstrate through movement musical opposites <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/ separated • soft/loud • same/different • up/down • beat/no beat Differentiate between male, female, and children's voices Differentiate between accompanied and unaccompanied	Demonstrate through movement musical opposites and basic forms <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/ separated • soft/loud • same/different • up/down • question/ answer • call/response • AB • repeated pattern [<i>ostinati</i>] • verse/refrain Differentiate between classroom pitched/non-pitched percussion instruments

Kindergarten Music cont.	First Grade Music cont.	Second Grade Music cont.
Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence 	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence 	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence
Use prerequisite music terms to describe their personal response to a musical example (feelings)	Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)	Use prerequisite music terms to describe their personal response to a musical example (tempo)
Use terms such as plain or fancy, same or different, bright or dark, in music class and art class	Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet)	Tell how concepts such as repetition and contrast are used in the fine arts
	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music List common themes found in all subject areas (e.g., repetition)	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)
Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Western and non-Western music • circle games • *call and response Recognize music of now and *long ago	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • patriotic • Native American • African American • *Singing Games
Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games

Kindergarten Music cont.	First Grade Music cont.	Second Grade Music cont.
Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games
Identify responsibilities of a music leader and group participants in a classroom setting	Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting	Identify responsibilities of an accompanist and soloist

Missouri Learning Standards

Art

Kindergarten	First Grade	Second Grade
Produce a line using crayon, pencil, or marker	Fill an area with solid color/value using crayon, pencil, or marker	Change pressure to create two values using crayon or pencil
	Apply paint with a dragging, not pushing motion	Paint lines with control of the brush Clean paint brush before changing colors Mix two colors to create a third color
Demonstrate a simple printmaking technique (e.g., stamping, thumb or hand prints, objects)	Demonstrate a monoprint process	Create a paper weaving using plain weave (over one, under one, alternating rows)
Uses scissors with control Modeling with clay or a similar material: Create a sphere	Use glue with control Fold paper and identify folded edge Modeling with clay or a similar material: Pinch, pull, and roll material	Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting) Modeling with clay or a similar material: Roll coils: flatten material into a slab
Portrait: Create an original picture of self or other person Landscape: Create a picture showing outside Non-Objective: Create a design using lines	Portrait: Create an original artwork showing family members Still Life: Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox)	Still Life: Create an original still life from observation Landscape: Create an original landscape
	Design wearable art (e.g., masks, jewelry, paper hats, decorating tee shirts, costumes, face painting)	Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material)
Create original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • People (e.g., self, family, friends) • Indoors (e.g., classroom, kitchen, bedroom) • Outdoors (e.g., seasons, nature) 	Create original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • People (e.g., self, family, friends) • Animals (e.g., pets, farm, zoo, wild) • Things (e.g., toys, tools, food) 	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"> • Nature • Places (e.g., school, home, stores, neighborhood, countryside)
Identify and use lines	Identify and use straight, curved, thick, and thin lines	Identify and use zigzag, dotted, and wavy lines
Identify and use shapes Categorize shapes as large and small	Identify and use triangle, circle, square, rectangle and oval shapes Categorize shapes as small, medium, and large	Identify and use geometric shapes
Not assessed at this level	Identify and use form	Identify and use geometric forms: sphere, cube, cylinder, and cone
	Identify and use texture	Identify and use actual texture

Kindergarten Art cont.	First Grade Art cont.	Second Grade Art cont.
Identify and use color	Identify and use primary colors	Identify and use secondary colors
	Identify and use value	Identify and use light and dark values
	Identify and demonstrate the use of space	Identify and use foreground and background to create illusion of space
	Identify and demonstrate the concept of middle or center	
	Not assessed at this level	Identify and use color contrast
Identify and use a pattern by repeating a single shape, line, or color	Identify and create an alternating pattern (abab)	Identify and create a complex pattern
	Discuss a response (feeling or idea) to an artwork based upon the student's life experience	Explain different responses you have to different artworks
Identify the subject of artworks	Identify the following in artworks: Lines, Shapes, Colors, Patterns	Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/ variety of colors
Use physical movement in dance to interpret line in artwork	Relate costumes in theatre to clothing design	Compare patterns in music to patterns in artworks
Explain how stories can be told in pictures and/or words	Explain how patterns in art are similar to patterns in math.	Explain the connection between American Indian culture and art
	Identify works of art from: • United States • Europe (Cave) • Asia	Identify works of art from: • United States • (Native American) • Egypt
	Compare and contrast two artworks on: Subject matter Use of line, color, and shape	Compare and contrast two artworks on: Subject matter Media Use of line, color, shape, and texture Theme Purpose of art in culture

Missouri Learning Standards Health/PE

Kindergarten	First Grade	Second Grade
Identify the five senses	Illustrate the functions of the five senses (e.g., eyes to see)	
Tell why people have muscles	Identify a muscle in each region of the body (e.g., arms, torso, legs)	Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)
Tell why people have bones	Identify a bone in each region of the body (i.e., head, arms, torso, and legs)	Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)
		Describe the function of the skin (e.g., protection)
Show the location of the heart	Predict what happens to your heart rate during physical activity	Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system Name the major functions of the cardio-respiratory system
	Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)	Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli)
State qualities of a good friend Recognize similarities and differences of families	Identify responsibilities within a family and describe characteristics needed to be a responsible family member	Recognize the influence peers have on people (shared interest, goals, and values)
	Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood)	Identify the cause and effect of one's actions on others
Recognize different emotions Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid)	Identify a variety of feelings and situations that may require adult assistance	Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills)
Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Identify and show good oral hygiene (e.g., brushing, flossing, dental exams)
	Identify preventive health care (e.g., immunizations, regular health and dental check-ups)	
		Describe how people grow and change throughout life (physically, mentally, emotionally, and socially)

Kindergarten Health cont.	First Grade Health cont.	Second Grade Health cont.
Recognize that active play makes people strong and healthy	Recognize that physical activity increases heart and respiratory rate	Describe how physical activity makes a person's body stronger (e.g., helps develop strength, endurance, flexibility, and body composition)
	Recognize that foods come from plant and animal sources and provide the body with fuel (energy) Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)	Identify healthy food choices (see MyPyramid.gov) in each of the five food groups (sorting play food or pictures into food groups) Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots)
Recognize we need a variety of foods each day		Identify a healthy snack from each food group (see MyPyramid.gov) Recognize that eating healthy and being active will help maintain a healthy body composition
	Recognize that packaged food products contain labels	Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients)
Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off, floor, not touching others' food, wash fruits and vegetables)	Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping)	Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate)
	Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast)	Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips)
		Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters)
Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol)	Describe the responsibilities of various community helpers	
Recognize that people have disagreements and choices on how to resolve them	Recognize that decisions have consequences	Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and "I" messages)
Recognize and practice saying "no" to unhealthy actions and behaviors toward them (e.g., stop, get away, and tell an adult or No, Go, and Tell)	Describe what causes disagreements/fights and how to avoid them	
	Demonstrate how goal-setting can help a person make a difference in their health or fitness	Identify positive influences in a person's life (e.g., school, community, family)
	Recognize what stress is and how it affects the body	Identify healthy activities that can relieve uncomfortable feelings and emotions

Kindergarten Health cont.	First Grade Health cont.	Second Grade Health cont.
Define “private parts” (e.g., what is covered by a swimming suit) and distinguish between “safe” and “unsafe” touch	Identify a trusted adult Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors	Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security)
Recognize that germs cause illness.	Identify signs of illness and list ways to help you recover Define germs, where they are found, and what harm they cause to the body	Define communicable and non-communicable diseases Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands)
Model proper hand washing and hygiene	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods)	
Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous) Identify how gloves protect us from bodily fluids	Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not	Identify safe practices for reducing a person’s risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing)
Identify safe and unsafe practices and conditions at home, school, and in the community Recognize warning labels that identify harmful items and substances (e.g., cleaning products, “Mr. Yuk” symbol, plastic bags)	Identify ways to stay safe in bad weather (e.g., tornado, electric storms) Identify safety rules for being around strangers and using the internet Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan)	Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle) List common emergencies and steps to take in each situation
Tell what first aid is and give an example Explain how to make emergency phone calls	Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter)	Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)
Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities (e.g., helmet, mouth piece, shin guards, eye protection)	Match safety equipment to the activity or sport	Explain the use and purpose of safety equipment
Recognize the importance of safety rules in and around water Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather)	Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather)	

Kindergarten Health cont.	First Grade Health cont.	Second Grade Health cont.
Recognize that there are safe and unsafe substances that can be taken into the body Identify ways to stay away from dangerous substances	Identify alcohol, tobacco, and medicines as drugs Differentiate what is and what is not medicine and its proper and improper use (e.g., vitamins)	Identify various types of drugs (e.g., nicotine, alcohol and street drugs) Explain what constitutes a drug free and safe community
Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision	Distinguish between over-the-counter and prescription drugs	Recognize importance of safely storing medicine in its proper place
Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body		Describe the effects of TAOD on the body (e.g., lungs, brain, liver)
Recognize how the environment affects a person's health	Identify substances that pollute the air and harm your lungs Recognize the effects of noise pollution on the body (e.g., loud music, headsets)	
Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)		Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia) Recognize that littering is against the law and promotes the spreading of pathogens
Kindergarten PE.	First Grade PE	Second Grade PE
Tell what it means to be fit	Name three ways to stay fit	Tell why it is important to be physically active every day
	Identify a variety of physical activities that promote wellness (e.g., walking, jogging)	Identify opportunities outside of school to participate regularly in physical activities (e.g., dance practice, jogging, kick, dribble, throw and catch)
	Recognize signs associated with physical activity (e.g., fast heart rate, heavy breathing, perspiration)	Describe the benefits of appropriate warm-up and cool-down activity
Identify major body parts (e.g., head, neck, arm, shoulders, elbow, legs, knee, hip, feet, back, fingers, toes)	Tell why muscles and bones are important to movement	Identify the parts of the circulatory and respiratory systems of the body (circulatory - heart, blood, veins, arteries; respiratory - lungs, mouth, nose, bronchial tubes, trachea)
Demonstrate the ability to share, be cooperative and safe with others		Demonstrate independence and good use of time while participating in physical activity Show appropriate sportsmanship and sensitivity to diversity and gender issues
Demonstrate safe use of general and personal space	Tell the difference between general space awareness and personal space awareness	Perform efficient movement in activities to prevent injuries

Kindergarten PE. Cont.	First Grade PE cont.	Second Grade PE cont.
Demonstrate how to seek adult help when an injury has occurred (e.g., playground, field trips, lunch room)		Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance
Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)	Demonstrate locomotor skills in combinations Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways
Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)	Demonstrate non-locomotor skills in a variety of activities	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner
Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	Demonstrate a variety of manipulative skills while stationary and moving Demonstrate fine motor skills while manipulating small objects (e.g., juggling scarves, small bean bags)	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)
Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm) Demonstrate ways to balance on different body parts at different levels	Demonstrate static and dynamic balance activities (e.g., stork stand, lame dog) Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)	Distinguish between static and dynamic balance (e.g., one leg balance, forward roll)
Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee) Demonstrate the difference between slow and fast movement when performing locomotor movements Recognize the difference between general and personal space	Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling) Apply relationship experiences with a person (e.g., crawl under partner's bridge) or with objects Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)
Demonstrate cooperation with partners and small groups to accomplish a game objective Demonstrate chasing, fleeing, dodging	Demonstrate motor skills while participating in low organized games	Demonstrate motor skills and knowledge of rules while participating in low organized games
		Demonstrate proper techniques for a variety of fundamental skills
		Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall

Kindergarten PE. cont.	First Grade PE cont.	Second Grade PE cont.
Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g., clap, drum)	Demonstrate basic cues to music (e.g., hokey pokey)	Demonstrate movements to different rhythms
Demonstrate simple movements to music (e.g., march to beat)	Demonstrate a simple dance step in keeping with a dance tempo	
Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)	Create/interpret movements to a variety of music (e.g., locomotor/ nonlocomotor skills to beat/rhythm pattern)	Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow)
	Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)	Create personal rhythmic pattern with a manipulative (e.g., lummi stick)
	Demonstrate a simple dance	Demonstrate a simple dance with a partner
	Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)	Identify historical origins of folk dances (e.g., Kinder polka – Germany)

Title I buildings must also have a school/student/parent compact. This compact outlines the steps the students, parents, and the school will take to help students be successful. Please sign the last page of this handbook and return it to school for our Title I records.

Kingston K-14 District
District/School/Parent/Student Compact
Please retain this document for your records

School-Parent Compact

Kingston K-14 and the parents and students participating in activities, services, and programs funded by Title I, Part A of the Primary and Secondary Education Act (ESEA), agree that this compact outlines how the district, parents, students and the school staff will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

*This district-school-student-parent compact is in effect during the **2018-2019** school year.*

District Responsibilities

The Staff of Kingston K-14 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Missouri's student academic achievement standards as follows:

- Provide an orderly classroom and safe school environment;
- Develop programs and activities which will respond to the social, emotional, personal, and physical developmental needs of each student;
- Provide an environment that allows for positive communication between the parent, teacher, and student.

Hold parent-teacher conferences to discuss an individual child's achievement.

- At the end of the first quarter
- Any other time during the school year as requested by the teacher and/or parent, as many times as needed.

Provide parents with frequent reports on their children's progress. At minimum, this will include, but not be limited to:

- Graded class work
- 4 Mid-quarter reports and 4 quarterly report cards
- MAP testing scores

Provide parents reasonable access to staff by providing:

- Teacher plan times, room extension information, email addresses, and web pages

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:

- Parents are invited to attend assemblies and recognition programs.
- Parents are encouraged to volunteer in the classroom.

Staff will be available for consultation with parents as follows:

If a parent wishes to discuss their child's progress at length, scheduled appointments or phone calls are most appreciated. While brief discussions may take place during the school day, parents are asked to refrain from trying to discuss their child at the beginning of class or at any time other children or parents are present.

Kingston Primary Staff Responsibilities

The Staff of Kingston Primary School will:

- Work with students, parents, and staff members to encourage participation in activities, services, and programs funded by Title 1.
- Provide a high quality-curriculum and instruction in a supportive and effective learning environment that enables students to meet Missouri's student academic achievement standards.
- Provide safe and orderly classrooms to help ensure student success not only academically but also social, emotional, personal and physical development.
- Provide an environment that allows for positive communication between student, parent and staff.
- Have parent-teacher conferences to discuss individual student achievement. These conferences will take place at the end of first quarter for all students. An additional conference will be held at the end of third quarter for students to address specific concerns. The additional conference may be scheduled by staff or parents. The school staff will also meet with parents other times throughout the year as many times as needed.
- Provide parents with frequent reports on their child's progress. This will include graded classwork, 3 week progress reports, quarterly report cards, reading reports, MAP test scores, and communication in student planners.
- Provide parents with access to the staff by providing teacher plan times, making room extensions and e-mail addresses public to parents.
- Provide parents the opportunity to volunteer and participate in their child's class. Parents who wish to volunteer in classrooms must meet the volunteer requirement established by the school district. Parents are invited to attend assemblies and recognition programs.

Parent/Guardian Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Monitor attendance and send my child to school each day on time and prepared with all materials.
- Check my child's work and homework on a regular basis.
- Provide my child with suitable study conditions and support at home.
- Promote positive use of my child's extracurricular time.
- Communicate with my child's teachers when I am concerned about my child's work or health.
- Stay informed about my child's education and communicate with the school by promptly
- Reading all notices from the school either received by my child or by mail and responding as appropriate.

Student Responsibilities

I will share the responsibility to improve my academic achievement and achieve the State's high standards.

Specifically, I will:

- Come to school on time and ready to learn.
- Pay attention to my teachers, tutors, and family and ask for help when needed.
- Complete my homework on time in a thorough and legible manner.
- Welcome help from my family on homework and assignments.
- Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Return any signed homework and notices/papers to school on time.
- Ask my family to read with or to me for at least 15/20 minutes each day, five days a week.

Kingston K-14 District
Verification of Receipt-Please return to school

Your signature below verifies you received a copy of the Title I Primary Handbook containing:

- The District Parent Involvement Policy
- The Building Parent Engagement Policy
- The Statement of Certification
- The Missouri Grade Level Expectations for ELA, Math, Science, Social Studies, PE, Health, Music, and Art
- A description of assessments used in grades K-2
- School/Parent/Student Compact

Please sign this page and return for our Title I records.

Kingston District Representative: Dr. Maria Boyer

Date: 08/14/18

Kingston Building Representative: Dr. Jenny Boyster

Date: 08/14/18

Parent Signature _____

Date:

Student Signature _____

Date: