

Dear Parents:

The Irvine Unified School District is committed to providing each of our students with the highest quality learning experiences possible. We believe that the best way to achieve successful academic growth is through the combined efforts of the school, parents, and child. One important way for parents to help is to be aware of what students are expected to learn. Toward that end, this document displays those learning goals considered essential at this grade level. These are referred to as grade-level content standards, and they are listed for language arts, mathematics, science, and social science.

These content standards drive the plans for daily instruction and homework. Content standards also provide the basis for progress reports and report cards. Parent/teacher conferences add further clarity regarding student progress on grade-level standards.

Along with solid instruction, these standards invite students, teachers, and parents to work together in the classroom, and at home, in the interest of success for all. For additional information on grade-level content standards, please visit our web site at: http://www.iusd.org/education_services/CurricularPrograms.html.

Sincerely,



Gwen E. Gross, Ph.D.
Superintendent of Schools

In order to further assist parents in helping their students please refer to our website: http://www.iusd.org/parent_resources/ParentsHelpingStudents.html.

The following is an example of the items on the above mentioned website:

How to Make a Better Student

- A parent's guide on what you can do to help

Family Literacy Project

IUSD tips for parents helping children learn to read

- [Tips for Reading to Your Child](#)
- [Phrases that Encourage](#)
- [Questions that Encourage Conversation about Reading](#)
- [Concepts about Print](#)
- [Phonemic Awareness Activities For 4-5-6 Year Olds](#)
- [Phonemic Awareness Activities For 6-7 Year Olds](#)
- [Bibliography: K-3 Phonemic Awareness](#)
- [Ten Tips: Helping Your Child Read Effectively](#)
- [Breaking the Sound-It-Out Barrier](#)
- [Reading Tips for Parents, Primary Caregivers, and Educators](#)
- [Helping Children Develop Oral-Language Skills](#)
- [The Family Literacy Project Video Purchase Form](#)

Standardized Testing (STAR program)

- How parents can help improve the achievement levels measured by the Stanford 9

Children's Literature Web Guide

- Reviews children's literature

Encyclopedia Britannica

- On-line subscriber's service, the encyclopedia for a monthly fee

On-line Magazines

- Access to on-line magazines

Scholastic

- Take a look around this publisher's page, includes links

Spelling

- [How Parents Can Help Their Children With Spelling and Writing](#)
- [Spelling Benefits](#)

Phonics

- [How Parents Can Assist With Phonics K-2](#)
- [Breaking the Sound-It-Out Barrier](#)

Mathematics Resources for Parents

- Resources designed to help parents help their students with math

Kindergarten

- Activities that support Kindergarten learning

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IUSD Board of Education

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Irvine Unified School District's Essential Standards Kindergarten

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

The Student Will:

- Follow words from left to right and from top to bottom on the printed page. (*Concepts of Print*)
- Distinguish letters from words. (*Concepts of Print*)
- Recognize and name all uppercase and lowercase letters. (*Letter Recognition*)
- Identify and produce rhyming words. (*Rhyming*)
- Blend vowel-consonant sounds orally to make words and syllables. (*Blending*)
- Distinguish orally stated one-syllable words and separate into beginning or ending sounds. (*Beginning/Ending Sounds, Segmenting*)
- Match all consonant and short-vowel sounds to letters. (*Decoding*)
- Read simple one-syllable and high-frequency words. (*Decoding*)
- Understand that as letters of words change, so do the sounds. (*Decoding*)

Reading Comprehension

- Use pictures and context to make predictions about story content.
- Connect to life experiences the information and events in texts.

Literary Response and Analysis

- Identify characters, settings and important events.

WRITING

Writing Strategies

The Student Will:

- Use letters and phonetically spelled words to write.
- Write by moving from left to right and top to bottom.
- Write upper- and lower-case letters independently.

WRITTEN AND ORAL LANGUAGE CONVENTIONS

Sentence Structure Grammar, Punctuation, Capitalization, Spelling

The Student Will:

- Have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

The Student Will:

- Understand and follow one- and two-step oral directions.
- Share information and ideas, speaking audibly in complete, coherent sentences.

Speaking Applications

- Recite short poems, rhymes, and songs.

MATHEMATICS

Number Sense

The Student Will:

- Compare two or more sets (up to 10 objects in each group), and identify which set is equal to, more than, or less than the other.
- Count recognize, represent, name, and order numbers (to 30) using objects.

- Use concrete objects to determine the answers to addition and subtraction problems (for two numbers each less than 10).

- Identify coins.

Algebra and Functions

- Identify, sort, and classify object by attribute, and identify objects that don't belong to a particular group (e.g., all these balls are green, those are red).
- Identify, describe, and extend simple patterns involving shape, size, or color or two or more of these attributes.

Measurement and Geometry

- Understand properties such as length, weight, capacity and time, and that comparisons can be made by using these properties.
- Identify common geometric objects in their environment and describe their features.

Statistics, Data Analysis, and Probability

- Pose information questions, collect data and record and analyze the results using objects, pictures and picture graphs.

Mathematical Reasoning

- Use strategies, skills and concepts in finding solutions.
- Communicate results by explaining their process and solution.

SCIENCE

Physical Science

The Student Will:

- Understand that properties of matter can be observed, measured and predicted.

Life Sciences

- Understand how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

Earth Sciences

- Understand the characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
- Understand the changes in weather occur from day to day and over seasons, affecting the earth and its inhabitants.

Science Process Skills (Investigation and Experimentation)

- Observe common objects using the five senses. Describe the properties of common objects.
- Compare and sort common objects based on one physical attribute (including color, shape, texture, size, weight).

SOCIAL SCIENCE

The Student Will:

- Understand that being a good citizen involves acting in certain ways.
- Recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
- Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- Compare and contrast the locations of people, places and environments and describe their characteristics.
- Put events in temporal order using a calendar, placing days, weeks, and months in proper order.
- Understand that history relates to events, people, and places of other times.