

The Brainerd School District has adopted a balanced literacy model, *Benchmark Literacy*. Language Arts is a 2 ½ hour block of time where science, social, health, and math are integrated into a language arts block. Teachers use read alouds, shared reading, guided reading, managed independent learning, research, independent reading, community writing, writer's workshop, and independent writing to explore the world of learning. Learners develop independence in reading, writing, and higher level thinking.

LANGUAGE ARTS

Literature

1. Comprehend the literal and inferred meaning of texts.
2. Ask and answer questions about unknown words.
3. Recognize common types of texts.
4. Understand the roles of authors and illustrators.
5. Engage in group reading activities with understanding.
6. Select appropriate texts for enjoyment and academic tasks.

Informational Text

1. Comprehend nonfiction/informational texts.
2. Ask and answer questions about unknown words.
3. Identify covers and title pages.
4. Understand the roles of authors and illustrators.
5. Engage in group reading activities with understanding.
6. Select appropriate texts for enjoyment and academic tasks.

Foundational Skills

1. Demonstrate understanding of basic features of print.
2. Demonstrate understanding of spoken words, syllables, and sounds.
3. Know and apply grade-level phonics and word analysis skills.
4. Read grade appropriate texts with accuracy and fluency.

Writing

1. Use a combination of drawing, dictating, and writing to compose opinion, informative/explanatory, and narrative pieces.
2. Add details to strengthen writing.
3. Explore a variety of digital tools to produce and publish writing.
4. Participate in shared research and writing projects.
5. Recall information from experiences or gather information from sources.

Language

1. Demonstrate command of English grammar when writing or speaking.
2. Demonstrate command of writing conventions: capitalization, punctuation, and spelling.
3. Determine or clarify the meaning of unknown words.
4. Explore word relationships and changes in word meanings.
5. Use language acquired through conversations and reading.

Speaking, Viewing, Listening & Media Literacy

1. Participate in conversations with peers and adults.
2. Ask and answer questions to confirm understanding, get information, or for clarification.
3. Speak clearly and express thoughts, feelings, and ideas.
4. Distinguish among different types of print and digital media.
5. Create a multimedia work for a specific purpose.

Resources: Benchmark Literacy



MATHEMATICS

1. Understand the relationship between quantities and whole numbers up to 31.
2. Use objects and pictures to represent situations involving combining and separating.
3. Recognize, create, complete, and extend patterns.
4. Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.
5. Compare and order objects according to location and measurable attributes.

Resources: Math Expressions

Home/School Connection: www.eduplace.com/parents/mthexp/
www-k6.thinkcentral.com/ePC/start.do

SCIENCE

1. Understand that scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena.
2. Understand that some objects occur in nature; others have been designed and processed by people.
3. Understand that objects can be described in terms of the materials they are made of and their physical properties.
4. Understand that weather can be described in measurable quantities and changes from day to day and with the seasons.
5. Understand that living things are diverse with many different observable characteristics.
6. Understand that natural systems have many components that interact to maintain the living system.

Units of Study: FOSS Trees & Weather, FOSS Animals Two by Two, FOSS Materials & Motion

Home/School Connection: www.fossweb.com

SOCIAL STUDIES

1. Demonstrate civic skills in a classroom that reflect an understanding of civic values.
2. Describe symbols, songs and traditions that identify our nation and state.
3. Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules.
4. Distinguish between individual needs and individual wants.
5. Identify goods and services that could satisfy a specific need or want.
6. Distinguish between goods and services.
7. Describe spatial information depicted in simple drawings and pictures.
8. Describe a map and a globe as a representation of a space.
9. Identify the physical and human characteristics of places, including real and imagined places.
10. Use a variety of words to reference time in the past, present and future; identify the beginning, middle and end of historical stories.
11. Describe ways people learn about the past.
12. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.

Units of Study: All About Me, Five Senses, Home and Family, Celebrations, Actions and Words, World Around Me, Outdoor Explorers, Life All Around

HEALTH

1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.
3. Access valid information and products and services to enhance health.
4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Use decision-making skills to enhance health.
6. Use goal-setting skills to enhance health.
7. Practice health-enhancing behaviors and avoid health risks.
8. Advocate for personal, family, and community health.



VISUAL ARTS

1. Understand the elements of visual arts, including color, line, shape, form, texture, and space.
2. Understand the characteristics of visual art from a variety of cultures and historical times.
3. Use the tools, basic skills, and techniques of at least three different mediums.
4. Create original works of art to communicate ideas.

Resources: Adventures in Art, Davis Publishing

Artist Study: Jackson Pollock, Henri Matisse

Lessons: Shapes, Patterns & Creating Movement, Drawing & Painting Animals, Modeling with Clay, Architecture & Drawing Homes, Fiber Arts

MEDIA AND TECHNOLOGY

1. Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical
3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals
7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

MUSIC

1. Explore and use full range of singing voice.
2. Read and sing musical patterns shown with iconic or traditional notation.
3. Explore pitch on keyboards.
4. Play steady beat accompaniments on percussion instruments and keyboards.
5. Read iconic or traditional notation to play musical patterns on keyboard.
6. Read and understand musical signs and symbols.
7. Listen to music and identify elements of melody.
8. Listen to music and identify expressive elements.
9. Listen, perform, and understand children's songs from the United States and around the world.

Additional Concepts:

1. Demonstrate musical concepts using movement.
2. Create music to accompany a story.

3. Respond to questions about the elements of music.

PHYSICAL EDUCATION

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

REPORT CARDS

Standards-based reporting describes the grade level/content area skills and knowledge students are learning based on state standards and benchmarks. With standards-based reporting, **3 IS THE GOAL** for the grade level and should be celebrated.

- 4 - EXCEEDS year end standards for this grade level.
- 3 - SECURE understanding of year end standards.
- 2 - DEVELOPING understanding of year end standards.
- 1 - BEGINNING understanding of year end standards.

TESTING REQUIREMENTS AND SCHEDULE

Observation Survey of Early Literacy:

Teachers in grades K-2 administer the Benchmark Assessment System (BAS) subtests of the Observation Survey and text level students up to four times a year. The tests measure a child's growth in letter and sound identification, concepts about print, hearing and recording sounds in words, and high frequency words. Teachers use the test results to differentiate literacy instruction and plan interventions for students.
Testing Timeline: August, November, February, May

Benchmark Assessment System:

Students in grades K-4 will be assessed using this one-on-one, comprehensive assessment to determine independent and instructional reading levels.

Testing Timeline: All students will be tested at the beginning and the end of the year. Students performing below grade level will be progress monitored in November and February.

STAR Enterprise:

Students in grades 2 (winter) through high school will be taking the STAR Enterprise tests in reading and mathematics. The purpose of STAR testing is:

- To measure academic progress of all students in reading and mathematics by benchmark testing three times per year, and
- To provide a progress monitoring system that tracks student progress, as needed, for academic interventions.

Testing Timeline: September, January, May

BRAINERD ELEMENTARY SCHOOLS

Baxter	218-454-6400
Garfield	218-454-6450
Harrison	218-454-6500
Lowell	218-454-6550
Nisswa	218-961-6860
Riverside	218-454-6800

To view the entire set of MN Academic Standards visit MDE at www.education.state.mn.us or www.isd181.org or call 218-454-6970.

CURRICULUM STANDARDS

KINDERGARTEN



2022-2023

