

Teaching through Technology Connections



The Cleveland School District administration is committed and supports the integration of technology into all areas of the curriculum. The belief is that students who become proficient in technology will be better prepared for college and careers.

Technology in ELA

Technology is being used in classrooms to collaborate, create content, and solve problems. In addition to student computers and computer labs, students and teachers also have access to Smart Boards, Smart Tables, Promethean boards, tablets, and iPads in order to enhance their speaking, listening, reading, writing and language use. Online searches are devised in order to acquire useful information and integrate what they are learning through technology with what they are learning offline. Teachers and students have become familiar with a variety of technology tools and are able to select those tools which best match their communication goals.

Kindergarten and 1st Grade

Writing, Speaking, and Listening Standards

1. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
2. Confirm understanding of a text read aloud or information presented orally or through other media by answering and asking questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions about key details in text read aloud or information presented orally or through other media.

Websites

The Write Source (standard 1)

<http://www.thewritesource.com/>

Recipes for Good Writing (standard 1)

<http://farr-integratingit.net/Theory/RecipesForWriting/>

Starfall (standards 2, 3)

<http://www.starfall.com/>

Literactive (standards 2, 3)

<http://www.literactive.com/Home/index.asp>

Leading to Read (standards 2, 3)

<http://www.rif.org/kids/leadingtoreading/en/leadingtoreading.htm>

Online Audio Read-Alouds (standards 2, 3)

<http://www.livebinders.com/play/play/237682>

Links to Early Childhood Websites (standards 1, 2, 3)

Pre-K <http://www.livebinders.com/play/play?id=152206>

Kindergarten <http://www.livebinders.com/play/play?id=152206>

First Grade <http://www.livebinders.com/play/play?id=152206>

Elementary Reading Literacy First on Pinterest (standards 1, 2, 3)

<http://www.pinterest.com/dreafinley/elementary-reading-literacy-first-common-core/>

Reading Standards for Informational Text and Literature		1	2	3	4
RL.K.1 & K.2	Retell familiar stories; Ask and answer questions about key details of a text			x	
RL.K.3	Identify characters, setting and major events in a story				x
RI.K.5	Identify front/back cover and title page of a book; Define role of author and illustrator	x			
RI.K.10	Actively engage in group reading activities with purpose and understanding	x			
RI.K.9	Compare and contrast texts on the same topic			x	
RI.K.3	Make connections between self, text and the world				x
Foundational Skills					
RF.K.1a	Track print from left to right, top to bottom and page to page	x			
RF.K.3a	Point to words with one-to-one correspondence (voice to print match)		x		
RF.K.1d	Recognize and name uppercase and lowercase letters			x	
RF.K.2a	Recognize and produce rhyming words			x	
RF.K.2c	Segment words into individual sounds and blend sounds into words		x	x	
RF.K.2dor3a	Produce sound for each consonant and vowel			x	
RF.K.3c	Read grade level high-frequency words by sight				x
RF.K.4	Read grade level texts with accuracy, purpose and understanding				x
Writing Standards					
W.K.1	Use a combination of drawing, dictating and writing to express an opinion about a book				x
W.K.2	Use a combination of drawing, dictating and writing to share information				x
W.K.3	Use a combination of drawing, dictating and writing to tell a story				x
W.K.5	Add details to strengthen writing				x
Speaking and Listening Standards					
SL.K.1	Participate in conversations about Kindergarten topics and texts	x			
SL.K.1a	Follow agreed upon rules for discussions (listening to others, taking turns talking, etc.)	x			
SL.K.4	Describe familiar people, places, things and events	x			
SL.K.6	Speak audibly and express thoughts, feelings and ideas clearly	x			
Language Standards (Written and Spoken Language)					
L.K.1a	Print many upper- and lowercase letters				x
L.K.1b	Use frequently occurring nouns, verbs and prepositions (to, from, in, out, etc.)				x
L.K.4.b	Use inflections (re-, pre-, -s, -es, -ful, - less, etc.) in speaking and understanding language				x
L.K.1d	Understand and use questions words (who, what, where, when, how and why)				x
L.K.2a	Capitalize the first word in a sentence and the pronoun I			x	
L.K.2b	Recognize and name ending punctuation (? ! .)			x	
L.K.2c&d	Write a letter for most consonant and short vowel sounds; Spell words phonetically				x
L.K.5b	Demonstrate an understanding of words by relating them to their opposites		x		

MATHEMATICS STANDARDS

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

- 1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
- 2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- **Operations and Algebraic Thinking**
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

• **Number and Operations in Base Ten**

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

• **Measurement and Data**

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

• **Geometry**

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

* **Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

MSCCR#	Mathematics Standards	Reporting Period			
	Counting and Cardinality				
K.CC.1a	Count to 100 by ones		x		
K.CC.1b	Count to 100 by tens				
K.CC.3a	Write numbers from 0 – 20		x		
K.CC.5?	Count groups of up to 20 objects accurately				x
K.CC.7	Compare two numbers between 1 and 10 using less than, greater than or equal to				x
	Operations and Algebraic Thinking/ Numbers in Base Ten				
K.OA.1	Represent addition and subtraction within 10 using objects			x	
K.OA.2a	Solve addition word problems within 10 using objects or drawings				x
K.OA.2b	Solve subtraction word problems within 10 using objects or drawings				x
K.OA.3	Decompose numbers through ten in more than one way ($5 = 2 + 3$ and $5 = 1 + 4$)				x
K.OA.4	Find the number that makes 10 when added to a given number from 1 – 9				x
K.OA.5a	Fluently add within 5			x	
K.OA.5b	Fluently subtract within 5				x
K.NBT.1	Compose and decompose numbers from 11 – 19 into tens and ones (12 is ten and 2 one)				x
	Measurement and Data				
K.MD.1	Describe attributes of objects, such as length or weight			x	
K.MD.2	Directly compare objects to see which is heavier/ lighter, taller/ shorter, etc.			x	
K.MD.3	Classify (sort) objects into categories and count the objects in each category	x			
	Geometry				
K.G.1a	Describe objects using names of shapes	x			
K.G.1b	Describe relative position of shapes using terms such as above, below, in front of, behind next to	x			
K.G.3	Identify shapes as 2 dimensional or 3 dimensional			x	
K.G.3a	Identify 2 dimensional shapes: rectangle, triangle, square, circle, hexagon	x			
K.G.3b	Identify 3 dimensional shapes: cube, cone, cylinder, sphere			x	

Comments: