



Burrillville School Department

Parent Guide to the Standards: Kindergarten

READING

Foundational Skills	
Print Concepts	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) ● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. ● Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ● Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	<ul style="list-style-type: none"> ● Read emergent-reader texts with purpose and understanding.

Key Ideas and Details	
Literature	Informational Text
<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, retell familiar stories, including key details. • With prompting and support, identify characters, settings, and major events in a story. 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the main topic and retell key details of a text. • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure	
Literature	Informational Text
<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • Recognize common types of texts (e.g., storybooks, poems). • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<ul style="list-style-type: none"> • With prompting and support, ask and answer questions about unknown words in a text. • Identify the front cover, back cover, and title page of a book. • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas	
Literature	Informational Text
<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). • With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<ul style="list-style-type: none"> • With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). • With prompting and support, identify the reasons an author gives to support points in a text. • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

Literature	Informational Text
<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. (For more information about exemplars of text in this band, please go to http://www.corestandards.org/assets/Appendix_B.pdf) 	<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding. (For more information about exemplars of text in this band, please go to http://www.corestandards.org/assets/Appendix_B.pdf)

WRITING

Text Types and Purposes

Opinion	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
Informative/ Explanatory	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Narrative	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution	<ul style="list-style-type: none"> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	<ul style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

Comprehension and Collaboration	<ul style="list-style-type: none">● Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.<ul style="list-style-type: none">○ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).○ Continue a conversation through multiple exchanges.● Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.● Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	<ul style="list-style-type: none">● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.● Add drawings or other visual displays to descriptions as desired to provide additional detail.● Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

MATH

Mathematical Practices (embedded into all other standards)

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

For additional information, see <http://www.corestandards.org/Math/Practice/>

Counting and Cardinality

Know number names and the count sequence.

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Compare numbers.

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

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

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- Fluently add and subtract within 5.

Number and Operations in Base Ten

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

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

- Describe measurable attributes of objects, such as length or weight.
- Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

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

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry

Identify and describe shapes.

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

SCIENCE

<p>Earth and Space Science (Trimester 1: Trees and Weather)</p>	<ul style="list-style-type: none"> ● Use observations to describe patterns of what plants and animals (including humans) need to survive. ● Use and share observations of local weather conditions to describe patterns over time. ● Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. ● Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. ● Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. ● Make observations to determine the effect of sunlight on Earth's surface. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
<p>Physical Science (Trimester 2: Materials and Motion)</p>	<ul style="list-style-type: none"> ● 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. ● Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. ● Make observations to determine the effect of sunlight on Earth's surface. ● Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. ● Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. ● 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. ● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ● Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
<p>Life Science (Trimester 3: Animals Two by Two)</p>	<ul style="list-style-type: none"> ● Use observations to describe patterns of what plants and animals (including humans) need to survive. ● Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

	<ul style="list-style-type: none"> • Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
<p>Science and Engineering Practices (embedded into other standards)</p>	<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/or designed world(s). • Define a simple problem that can be solved through the development of a new or improved object or tool. • Develop a simple model based on evidence to represent a proposed object or tool. 3. Planning and carrying out investigations • With guidance, plan and conduct an investigation with peers. • Make observations and/or measurements to collect data that can be used to make comparisons. • Make predictions based on prior experiences. • Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. • Use counting and numbers to identify and describe patterns in the natural and designed world(s). • Describe, measure, and/or compare attributes of different objects and display the data using simple graphs. • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. • Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem. • Construct an argument with evidence to support a claim. • Read grade-appropriate texts and/or use media to obtain scientific information to determine patterns in the natural world. • Communicate information or solutions with others in oral and/or written forms using models or drawings that provide detail about scientific ideas.

SOCIAL STUDIES

<p>Civics and Government</p>	<ul style="list-style-type: none"> • Students demonstrate an understanding of origins, forms, and purposes of government by identifying rules and consequences for not following them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules; evaluating the rules in different settings; exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community • Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet
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	<p>the needs of the common good; recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain)</p> <ul style="list-style-type: none"> ● Students demonstrate an understanding of United States government by identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country) ● Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs; using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy; c. identifying individual roles in a group and acting as a productive member of a group ● Students demonstrate an understanding of citizens' rights and responsibilities by a. exhibiting respect for self, parents, teachers, authority figures, and others ● Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by demonstrating personal and group rights and responsibility; working cooperatively in a group, sharing responsibilities or individual roles within a group; identifying feelings and situations that lead to conflict and describing ways people solve problems effectively ● Students demonstrate an understanding of political systems and political processes by identifying forms of civic participation ● Students demonstrate their participation in political processes by experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern) ● Students participate in a civil society by a. identifying problems, planning and implementing solutions in the classroom, school, and community ● Students demonstrate an understanding of the many ways Earth's people are interconnected by . exploring and discussing ways we interact with others around the world ● Students demonstrate an understanding of the benefits and challenges of an interconnected world by using a variety of print and non-print sources to explore other people and places ● Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by listing the pros and cons of personal decisions
<p>Economics</p>	<ul style="list-style-type: none"> ● Students demonstrate an understanding of basic economic concepts by identifying human, natural, and capital resources; explaining how the availability of resources affects production of goods and offering of services and their consumption; identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want ● Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by recognizing and discussing the differences between basic wants and needs ● Students demonstrate an understanding that societies develop

	<p>different ways to deal with scarcity and abundance by identifying how goods and services are shared as a family</p> <ul style="list-style-type: none"> • Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying the ways in which people exchange goods and services; explaining how prices affect the choices people make about buying or selling goods or services; describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries • Students analyze how Innovations and technology affects the exchange of goods and services by identifying how technology has changed over time and explaining how they affect the way people live, work, or play • Students demonstrate an understanding of the interdependence created by economic decisions by identifying how the classroom community members exchange and consume resources; recognizing the purposes of money and how it can be used
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<p>Geography</p>	<ul style="list-style-type: none"> • Students understand maps, globes, and other geographic tools and technologies by identifying the purpose of a variety of maps; describing where places are located on a map using relative distance and direction; organizing information about people places and environments in a spatial context • Students identify the characteristics and features of maps by recognizing elements of a map; explaining how the elements are used • Students understand the physical and human characteristics of places by identifying and describing natural/physical features; identifying and describing human-made features • Students distinguish between regions and places by identifying natural/physical features of different places and regions; comparing and contrasting human-made features of different places and regions • Students understand different perspectives that individuals/ groups have by identifying and describing how people in different places view their environments • Students understand how geography contributes to how regions are defined / identified by identifying natural physical boundaries of places • Students understand why people do/do not migrate by describing a reason why people have or have not moved • Students understand the interrelationships of geography with resources by identifying geographic origins of specific resources • Students understand how geography influences human settlement, cooperation or conflict by describing how features of a place influence what activities do or do not take place there; describing how people who live near each other sometimes help each other • Students explain how humans depend on their environment by identifying basic environmental resources needed in daily life • Students explain how humans react or adapt to an ever-changing physical environment by identifying examples of how changes in the environment can change people's behavior
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	<ul style="list-style-type: none"> • Students explain how human actions modify the physical environment by identifying examples of how people can change the space around them; describing why people change the space around them
Historical Perspective	<ul style="list-style-type: none"> • Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying and categorizing the kinds of information obtained from a variety of artifacts and documents; distinguishing objects, artifacts, and symbols from long ago and today • Students interpret history as a series of connected events with multiple cause-effect relationships, by describing and organizing a sequence of various events in personal, classroom, or school life; . explaining how a sequence of events affected people in home, classroom, or school • Students connect the past with the present by recognizing the origin, name, or significance of local geographic and human-made features • Students chronicle events and conditions by describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life • Students show understanding of change over time by exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present • Students demonstrate an understanding of how the past frames the present by identifying how events and people shape family and school life • Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present • Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by identifying geographic factors that can affect how people interact; identifying events that can affect how people interact • Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people by identifying innovations or inventions that have impacted interaction between people • Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by recognizing cultural differences and similarities between individuals, groups, or communities • Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by describing daily life for individuals in a cultural community; identifying different cultures present in the local community • Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by describing how people with different perspectives view events in different ways

CO-CURRICULAR CONTENT AREAS

Art	<ul style="list-style-type: none"> ● Students demonstrate knowledge and application of Visual Art and Design concepts ● Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design ● Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts ● Students demonstrate the ability to communicate in the language of Visual Art and Design ● Students demonstrate the ability to extract meaning from works of art ● Students reflect upon, analyze and evaluate the work of self and others <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf and http://curriculum.bsd-ri.net/art</p>
Music	<ul style="list-style-type: none"> ● Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) ● Students show evidence of improvising, composing, and arranging ● Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music ● Students show evidence of connecting music to the arts and other disciplines ● Students perform music alone and with others in a variety of settings ● Students analyze and describe music ● Students evaluate music <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf and http://curriculum.bsd-ri.net/Music</p>
Physical Education	<ul style="list-style-type: none"> ● Students will demonstrate competency in many movement forms and proficiency in a few movement forms. ● Students will apply movement concepts and principles to the learning and development of motor skills. ● Students will understand the implications of and the benefits derived from involvement in physical activity ● Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness. ● Students will demonstrate responsible personal and social behavior in physical activity settings. ● Students will understand that internal and external environments influence physical activity.

	<p>For more gradespan-specific information, please go to http://www.thriveri.org/documents/RI_PE_Framework.pdf and http://curriculum.bsd-ri.net/physical-education</p>
Health	<ul style="list-style-type: none"> • Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life. • Students will demonstrate the ability to access valid health information and health-promoting products and services. • Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks • Students will analyze the influence of culture, media, technology, and other factors on health. • Students will demonstrate the ability to use interpersonal and communication skills to enhance health. • Students will demonstrate the ability to use goal setting and decision making skills to enhance health. • Students will demonstrate the ability to advocate for personal, family, community and environmental health. <p>For more gradespan-specific information, please go to http://thriveri.org/documents/RI_CHI_Outcomes.pdf and http://curriculum.bsd-ri.net/health</p>
Computer Science/ Technology	<ul style="list-style-type: none"> • Students demonstrate an understanding of the nature of technology • Students demonstrate an understanding of the need for technology • Students demonstrate an understanding of the attributes of a design process • Students demonstrate an understanding of technological products and systems • Students demonstrate an understanding of effective design • Students demonstrate an understanding of the areas of engineering and technology • Students demonstrate an understanding of selecting appropriate tools <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf and http://curriculum.bsd-ri.net/technology</p>

HABITS OF A LEARNER

Respectful	Students demonstrate respect for school staff, peers, and property
Responsible	Students demonstrate responsibility for their actions, use of time, use of materials, personal belongings, and homework
Ready to Learn	Students come to class prepared, work independently when asked to, work efficiently in groups/with partners, listen to and follow directions

