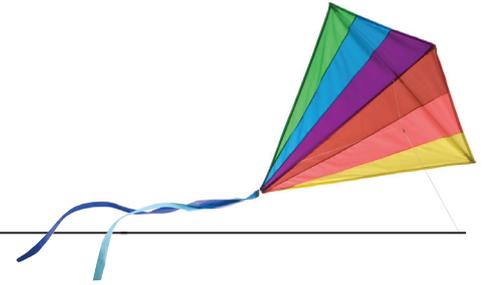




Alignment of



Teaching Strategies® *GOLD*[™]
Objectives for Development & Learning:
Birth Through Third Grade



WITH
Colorado Academic Standards

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Third Grade
With
*Colorado Academic Standards***

This document aligns the content in the *Colorado Standards - Academic Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

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Reading, Writing, and Communicating	
Kindergarten	
Standard 1. Oral Expression and Listening	
1. Oral communication skills are built within a language-rich environment	
a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words</p> <p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls</p> <p>6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p>
b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)	<p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically</p> <p>8. Represents objects, places, and ideas with increasingly abstract symbols</p>
c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)	<p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>8. Pronounces multisyllabic words correctly; speaks audibly</p>
d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)	<p>13. Uses classification skills</p> <p>6. Group objects by one characteristic; then regroup them using a different characteristic and indicates the reason</p>
e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>8. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>

<p>f. Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
<p>g. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (CCSS: L.K.5d)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs</p>
<p>h. Express words and word meanings as encountered in books and conversation</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words</p>
<p>i. Use new vocabulary that is directly taught through reading, speaking, and listening</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words</p>
<p>j. Relate new vocabulary to prior knowledge</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words</p> <p>12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>

<p>2. Communication relies on effective verbal and nonverbal skills</p>	
<p>a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	
<p>i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others</p>
<p>ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations of five or more exchanges</p>
<p>b. 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. (CCSS: SL.K.2)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action words</p>
<p>c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action words</p> <p>11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects</p>
<p>d. Listen with comprehension to follow two-step directions.</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions</p>

e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words
3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness	
a. Identify and create rhyming words	15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word
b. Identify and create alliterations	15. Demonstrates phonological awareness, phonics skills, and word recognition 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
c. Identify words orally according to shared beginning or ending sounds	15. Demonstrates phonological awareness, phonics skills, and word recognition 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word
d. Blend sounds orally to make one-syllable words	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 6. Verbally separates and blends onset and rime
e. Segment one-syllable words into sounds	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 6. Verbally separates and blends onset and rime
f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 6. Verbally separates and blends onset and rime
g. Identify the initial, medial, and final phoneme (speech sound) of spoken words	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 8. Verbally separates, blends, and adds or substitutes individual sounds in simple, one-syllable words to make new words; reads common high-frequency sight words

Standard 2. Reading for All Purposes	
1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading	
a. Use Key Ideas and Details to:	
i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 5 emerging to 6. Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate
iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
b. Use Craft and Structure to:	
i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 2. Uses different strategies to make meaning from print: determines patterns in text, uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections
ii. Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 8. Uses various types of books for their intended purposes
iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors

c. Use Integration of Knowledge and Ideas to:	
i. 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). (CCSS: RL.K.7)	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author's supporting points
ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author's supporting points
d. Use Range of Reading and Level of Text Complexity to:	
i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author's supporting points
2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading	
a. Use Key Ideas and Details to:	
i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 5 emerging to 6. Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

<p>iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author’s supporting points</p>
<p>b. Use Craft and Structure to:</p>	
<p>i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 2. Uses different strategies to make meaning from print: determines patterns in text, uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections</p>
<p>ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
<p>iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 6. Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p>
<p>c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. 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). (CCSS: RI.K.7)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author’s supporting points</p>
<p>ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author’s supporting points</p>

<p>iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author’s supporting points</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p>	
<p>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Engages in teacher-led reading activities using emergent reader texts and other texts; activities include making inferences, drawing conclusions, making connections, comparing and contrasting, and identifying the author’s supporting points</p>
<p>3. Decoding words in print requires alphabet recognition and knowledge of letter sounds</p>	
<p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)</p>	
<p>i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>
<p>ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 2. Shows understanding that a specific sequence of letters represents a spoken word</p>
<p>iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c)</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order</p>

b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)	
i. Recognize and produce rhyming words. (CCSS: RF.K.2a)	15. Demonstrates phonological awareness, phonics skills, and word recognition 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word
ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 6. Verbally separates and blends onset and rime
iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 6. Verbally separates and blends onset and rime
iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 8. Verbally separates, blends, and adds or substitutes individual sounds in simple, one-syllable words to make new words; reads common high-frequency sight words
v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)	15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 8. Verbally separates, blends, and adds or substitutes individual sounds in simple, one-syllable words to make new words; reads common high-frequency sight words
vi. Identify phonemes for letters.	16. Demonstrates knowledge of the alphabet 16b. Identifies letter-sound correspondences 6. Produces at least one correct sound for each letter in the alphabet

<p>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)</p>	
<p>i. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). (CCSS: L.K.4a)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words</p>
<p>ii. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 2. Uses different strategies to make meaning from print: determines patterns in text, uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections</p>
<p>d. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)</p>	
<p>i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Identifies letter-sound correspondences 7 emerging to 8. Produces short and long vowel sounds and most frequent sounds for each consonant</p>
<p>ii. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 4. Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long-and short sounds); notices different letter sounds in similarly spelled words</p>
<p>iii. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 8. Verbally separates, blends, and adds or substitutes individual sounds in simple, one-syllable words to make new words; reads common high-frequency sight words</p>

<p>iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 4. Deciphers a few words using the letter-sound associations of most consonants and the five major vowels (long-and short sounds); notices different letter sounds in similarly spelled words</p>
<p>e. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)</p>	<p>18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Reads and comprehends emergent reader texts and other print materials</p>

Standard 3. Writing and Composition	
1. Text types and purposes, labels, and familiar words are used to communicate information and ideas	
a. 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., My favorite book is...). (CCSS: W.K.1)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 12. Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
b. 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. (CCSS: W.K.2)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 12. Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
c. 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. (CCSS: W.K.3)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 12. Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 12. Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	28. Uses tools and other technology to perform tasks

2. Appropriate mechanics and conventions are used to create simple texts	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)	
i. Print many upper- and lowercase letters. (CCSS: L.K.1a)	19. Demonstrates writing skills 19c. Writes using conventions 2. Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun I); writes simple words phonetically based on knowledge of sound-letter relationships
ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). (CCSS: L.K.1c)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
iv. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). (CCSS: L.K.1d)	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words
v. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). (CCSS: L.K.1e)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)
vii. Use proper spacing between words	19. Demonstrates writing skills 19b. Writes to convey ideas and information 9 emerging to 10. Uses drawing, dictation, and early invented spelling to convey a message

viii. Write left to right and top to bottom	19. Demonstrates writing skills 19b. Writes to convey ideas and information 9 emerging to 10. Uses drawing, dictation, and early invented spelling to convey a message
ix. Use appropriate pencil grip	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)	
i. Capitalize the first word in a sentence and the pronoun <i>I</i> . (CCSS: L.K.2a)	19. Demonstrates writing skills 19c. Writes using conventions 2. Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun <i>I</i>); writes simple words phonetically based on knowledge of sound-letter relationships
ii. Recognize and name end punctuation. (CCSS: L.K.2b)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)	19. Demonstrates writing skills 19c. Writes using conventions 2. Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun <i>I</i>); writes simple words phonetically based on knowledge of sound-letter relationships
iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)	19. Demonstrates writing skills 19c. Writes using conventions 2. Prints many upper- and lowercase letters; writes a letter or combination of letters for most consonants and short vowel sounds; uses basic capitalization (first word in a sentence and the pronoun <i>I</i>); writes simple words phonetically based on knowledge of sound-letter relationships

Standard 4. Research and Reasoning	
1. A variety of locations must be explored to find information that answers questions of interest	
a. Dictate questions that arise during instruction	19. Demonstrates writing skills 19b. Writes to convey ideas and information 10. Uses drawing, dictation, and early invented spelling to convey a message
b. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry	11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects
2. Identify purpose, information and question an issue	
a. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)	
i. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?)	11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects
ii. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve	11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects
iii. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)	11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects

<p>b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)</p>	<p>12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>
<p>3. Quality of thinking depends on the quality of questions</p>	
<p>a. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking</p>	<p>11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects</p>
<p>b. State, elaborate, and exemplify the concept of fair-mindedness</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways</p>

Reading, Writing, and Communicating	
First Grade	
Standard 1. Oral Expression and Listening	
1. Multiple strategies develop and expand oral vocabulary	
a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 10. Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 10. Begins rehearsal strategies, but may need adult prompts/cues; is able to describe details of people, places, things, and events from memory</p>
b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.5)	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p>
c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</p>
d. Give and follow simple two-step directions.	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions</p>

<p>2. Verbal and nonverbal language is used to express and receive information</p>	
<p>a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)</p>	
<p>i. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversation 10. Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 10. Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, using appropriate facial expressions)</p>
<p>ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 10. Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</p>
<p>iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 10. Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 10. Extends conversations by responding to comments and asking questions; asks and answers questions to clarify information during grade-appropriate discussions</p>

<p>b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 10. Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p>
<p>c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 10. Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 10. Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p>

<p>3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech</p>	
<p>a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)</p>	
<p>i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>

Standard 2. Reading for All Purposes	
1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers	
a. Use Key Ideas and Details to:	
i. Ask and answer questions about key details in a text. (CCSS: RL.1.1)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 10. Paraphrases grade-appropriate literature and informational texts and includes the major points and central message
iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
b. Use Craft and Structure to:	
i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information

<p>ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 10. Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons); may need support</p>
<p>iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
<p>iv. Follow and replicate patterns in predictable poems.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
<p>c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
<p>ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p>	
<p>i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)</p>	<p>18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts</p>

<p>e. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)</p>	
<p>i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)</p>	<p>18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts</p>
<p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)</p>	<p>18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts</p>
<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</p>
<p>2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers</p>	
<p>a. Use Key Ideas and Details to:</p>	
<p>i. Ask and answer questions about key details in a text. (CCSS: RI.1.1)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
<p>ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)</p>	<p>18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 10. Paraphrases grade-appropriate literature and informational texts and includes the major points and central message</p>

<p>iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
<p>iv. Activate schema and background knowledge to construct meaning</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>
<p>b. Use Craft and Structure to:</p>	
<p>i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</p>
<p>ii. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 10. Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons); may need support</p>
<p>iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information</p>

c. Use Integration of Knowledge and Ideas to:	
i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 10. Uses print and illustrations in one or more first-grade-level texts to describe and compare individuals, events, ideas, narration, connections, and information
d. Use Range of Reading and Level of Text Complexity to:	
i. With prompting and support, read informational texts appropriately complex for Grade 1. (CCSS: RI.1.10)	18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts
e. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)	18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts
ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)	18. Comprehends and responds to books and other texts 18e. Reads fluently 4. Fluently reads and comprehends first-grade-level texts

<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</p>
<p>3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations</p>	
<p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)</p>	
<p>i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>
<p>ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>
<p>iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>
<p>iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>

<p>v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>
<p>vi. Read words with inflectional endings. (CCSS: RF.1.3f)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>
<p>vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>viii. Use onsets and rimes to create new words (-ip to make dip, lip, slip, ship)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>

<p>4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read</p>	
<p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. (CCSS: L.1.4)</p>	
<p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 10. Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p> <p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</p>
<p>ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 4. Uses various strategies to make meaning when reading first-grade-level content; monitors for understanding; asks and answers questions; uses sentence-level clues; uses known affixes</p>

<p>iii. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (CCSS: L.1.4c)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., and, but, or, so, because), articles (e.g., a, an, the), and demonstratives (e.g., this, these, that); identifies root words in frequently occurring forms</p> <p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>
<p>b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)</p>	
<p>i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations, correctly uses new meaning for familiar words</p>
<p>ii. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 2. Uses different strategies to make meaning from print: determines patterns in text, uses known words; asks questions; sounds out words; and uses frequently occurring affixes and inflections</p>
<p>iii. Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 10. Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p>

<p>iv. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 10. Checks for understanding of material presented orally by asking questions and making comments; demonstrates understanding of the differences between verbs and adjectives that are somewhat similar; uses context clues (e.g., known words, facial expressions, gestures) to determine meaning of unknown words or phrases from grade-level material</p>
<p>c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (CCSS: L.1.6)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 10. Incorporates new grade-appropriate words (acquired through texts and conversations); clearly describes and explains events, ideas, and feelings using relevant details</p>
<p>d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)</p>	
<p>i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 10. Distinguishes features of a sentence, including capitalization and punctuation</p>
<p>ii. Create new words by combining base words with affixes to connect known words to new words</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>iii. Identify and understand compound words</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of work structure to decode text 6. Deciphers regularly spelled one- and two-syllable words (after breaking into syllables) using letter-sound associations (including common consonant digraphs and final-e and vowel teams), common roots, and inflectional endings</p>

Standard 3. Writing and Composition	
1. Exploring the writing process develops ideas for writing texts that carry meaning	
a. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS: W.1.1)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
c. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (CCSS: W.1.3)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
d. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
e. Use pictures or graphic organizers to plan writing	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)	28. Uses tools and other technology to perform tasks

2. Appropriate spelling, conventions, and grammar are applied when writing	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)	
i. Print all upper- and lowercase letters. (CCSS: L.1.1a)	19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts
ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>), articles (e.g., <i>a</i> , <i>an</i> , <i>the</i>), and demonstratives (e.g., <i>this</i> , <i>these</i> , <i>that</i>); identifies root words in frequently occurring forms
iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>), articles (e.g., <i>a</i> , <i>an</i> , <i>the</i>), and demonstratives (e.g., <i>this</i> , <i>these</i> , <i>that</i>); identifies root words in frequently occurring forms
iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>), articles (e.g., <i>a</i> , <i>an</i> , <i>the</i>), and demonstratives (e.g., <i>this</i> , <i>these</i> , <i>that</i>); identifies root words in frequently occurring forms

<p>v. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
<p>vi. Use frequently occurring adjectives. (CCSS: L.1.1f)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
<p>vii. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). (CCSS: L.1.1g)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
<p>viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>

<p>ix. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). (CCSS: L.1.1i)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
<p>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, includes nouns (common proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and, but, or, so, because</i>), articles (e.g., <i>a, an, the</i>), and demonstratives (e.g., <i>this, these, that</i>); identifies root words in frequently occurring forms</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)</p>	
<p>i. Write complete simple sentences.</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
<p>ii. Capitalize dates and names of people. (CCSS: L.1.2a)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
<p>iii. Use end punctuation for sentences. (CCSS: L.1.2b)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>

<p>iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
<p>v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>
<p>vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 4. Prints upper- and lowercase letters; uses basic capitalization and punctuation; spells using learned spelling, phonemic awareness, and spelling conventions; makes simple edits to drafts</p>

Standard 4. Research and Reasoning	
1. A variety of resources leads to locating information and answering questions of interest	
a. Write or dictate questions for inquiry that arise during instruction	19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry	11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects 19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed
c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information	11. Demonstrate positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions; participate in grade-appropriate research projects

<p>2. Purpose, information, and questions about an issue are essential steps in early research</p>	
<p>a. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (CCSS: W.1.7)</p>	
<p>i. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 10. Shows enthusiasm for learning new things and looks for opportunities to gain new knowledge and skills; asks open-ended questions about surroundings and everyday events</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)</p>	
<p>i. Evaluate information for clarity and accuracy</p>	<p>12. Remembers and connects experiences 12b. Makes connections 10. Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces very simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>

Reading, Writing, and Communicating	
Second Grade	
Standard 1. Oral Expression and Listening	
1. Discussions contribute and expand on the ideas of self and others	
a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 12. Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 12. Uses rehearsal strategies spontaneously to remember information; uses awareness of routines to think ahead; remembers about five pieces of information at a time; tells stories or recounts experiences using appropriate facts and descriptive details meaning for familiar words</p>
b. Contribute knowledge to a small group or class discussion to develop a topic	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 12. Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience</p>

<p>c. Maintain focus on the topic</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 12. Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience</p>
<p>d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 10. Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p>
<p>e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
<p>f. Use content-specific vocabulary to ask questions and provide information</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p>

<p>2. New information can be learned and better dialogue created by listening actively</p>	
<p>a. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)</p>	
<p>i. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 12. Enters discussions in respectful ways (e.g., says, “Excuse me,” waits and signals for a chance to speak); identifies the difference between formal and informal English</p>
<p>ii. Build on others’ talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 12. Connects others’ ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</p>
<p>iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 12. Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 12. Connects others’ ideas shared during conversations; asks questions in order to better understand grade-appropriate discussions</p>
<p>b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 12. Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>

c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)

8. Listens to and understands increasingly complex language

8a. Comprehends language

12. Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material

11. Demonstrates positive approaches to learning

11d. Shows curiosity and motivation

12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic

Standard 2. Reading for All Purposes	
1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text	
a. Use Key Ideas and Details to:	
i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses a variety of strategies to make meaning when reading second-grade-level content, including using known prefixes, root words, and other context clues
ii. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning
iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 12. Summarizes the major points and central message in grade-appropriate literature and informational texts; makes interpretive comments about text
iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning
b. Use Craft and Structure to:	
i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning

<p>ii. Read high-frequency words with accuracy and speed</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>iii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
<p>iv. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>v. Identify how word choice (sensory details, figurative language) enhances meaning in poetry</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>

<p>ii. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p>	
<p>i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts</p>
<p>e. Compare formal and informal uses of English. (CCSS: L.2.3a)</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 12. Enters discussions in respectful ways (e.g., says, “Excuse me,” waits, and signals for a chance to speak); identifies the difference between formal and informal English</p>
<p>2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text</p>	
<p>a. Use Key Ideas and Details to:</p>	
<p>i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>

<p>iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>iv. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>b. Use Craft and Structure to:</p>	
<p>i. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. (CCSS: RI.2.4)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence level clues; uses known affixes, roots, and individual words in compounds</p>
<p>ii. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
<p>iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>

<p>iv. Read text to perform a specific task (such as follow a recipe, play a game)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>
<p>iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 12. Uses one or more second-grade-level texts to make comparisons and connections, identify the main focus/main points, ask and answer questions about key details, describe characters' points of view and responses to events, and explain how words or phrases supply meaning</p>

d. Use Range of Reading and Level of Text Complexity to:	
i. Adjust reading rate according to type of text and purpose for reading	18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts
ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10)	18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

<p>3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology</p>	
<p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)</p>	
<p>i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p>
<p>ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p>
<p>iii. Read multisyllabic words accurately and fluently</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p>
<p>iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p>
<p>v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 8. Deciphers regularly spelled two-syllable words using letter-sound associations and common affixes</p>
<p>vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 12. Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</p>

<p>vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 12. Reads grade-appropriate irregularly spelled words; uses word families and analogy of known sight words to read unknown words</p>
<p>viii. Use onsets and rimes to create new words (-ip to make dip, lip, slip, ship)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15c. Notices and discriminates sounds, syllables, and words 10. Distinguishes short from long vowel sounds in one-syllable words, reads grade-appropriate irregularly spelled words; uses word families to read unknown words</p>
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)</p>	
<p>i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts</p>
<p>ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 6. Fluently reads and comprehends second-grade-level texts</p>
<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds</p>

<p>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)</p>	
<p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 12. Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p> <p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds</p>
<p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). (CCSS: L.2.4b)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds</p>
<p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). (CCSS: L.2.4c)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds</p>
<p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). (CCSS: L.2.4d)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 6. Uses various strategies to make meaning when reading second-grade-level content; monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds</p>

<p>d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)</p>	
<p>i. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). (CCSS: L.2.5a)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 12. Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>
<p>ii. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). (CCSS: L.2.5b)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 12. Demonstrates understanding of topic by asking clarifying questions and by recounting details from discussions or other information presented orally; indicates differences between closely related verbs and adjectives; determines meaning of unknown words using context clues from grade-level material</p>
<p>e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). (CCSS: L.2.6)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p>

<p>Standard 3. Writing and Composition</p>	
<p>1. Exploring the writing process helps to plan and draft a variety of literary genres</p>	
<p>a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>b. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>c. Organize ideas using pictures, graphic organizers, or story maps</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 10. Shows increasing ability to interpret and record ideas and thoughts and to solve problems without concrete points of reference</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>

<p>d. Write simple, descriptive poems</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 12. Incorporates new grade-appropriate words (acquired through texts and conversations); uses several descriptive words to relay detailed and specific information</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>e. Write with precise nouns, active verbs, and descriptive adjectives</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 10. Generates a variety of sentence types; matches correct subject/verb agreement; uses most parts of speech correctly, including nouns (common, proper, and possessive), verbs (past, present, and future), pronouns (personal, possessive, and indefinite), adjectives, conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>), articles (e.g., <i>a</i>, <i>an</i>, <i>the</i>), and demonstratives (e.g., <i>this</i>, <i>these</i>, <i>that</i>); identifies root words in frequently occurring forms</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>f. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>

<p>g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>2. Exploring the writing process helps to plan and draft a variety of simple informational texts</p>	
<p>a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 15 emerging to 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>b. Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>c. Organize informational texts using main ideas and specific supporting details</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>d. Organize ideas using a variety of pictures, graphic organizers or bulleted lists</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 12. Produces very simple compositions (narrative, informative/ explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed</p>

<p>e. Use relevant details when responding in writing to questions about texts</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>f. State a focus when responding to a given question, and use details from text to support a given focus</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>
<p>g. Apply appropriate transition words to writing</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns, and simple verb tenses; uses correct subject-verb and pronoun-antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoken English</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 14. Produces simple compositions (narrative, informative/ explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed</p>

3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)	
i. Use collective nouns (e.g., <i>group</i>). (CCSS: L.2.1a)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
ii. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). (CCSS: L.2.1b)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
iii. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). (CCSS: L.2.1c)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
iv. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). (CCSS: L.2.1d)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences
v. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences

<p>vi. Apply accurate subject-verb agreement while writing</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
<p>vii. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (CCSS: L.2.1f)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
<p>viii. Vary sentence beginning</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 12. Uses multiple types of less frequently occurring nouns, including collective and irregular plural nouns; uses reflexive pronouns, past tense of frequently occurring irregular verbs, adjectives, and adverbs; rearranges sentences to produce and expand compound sentences</p>
<p>ix. Spell high-frequency words correctly</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)</p>	
<p>i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 6. Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>

<p>ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 6. Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>
<p>iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 6. Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>
<p>iv. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). (CCSS: L.2.2d)</p>	<p>19. Demonstrates writing skills 19c. Writes using conventions 6. Uses capitalization and punctuation with increasing accuracy; spells using learned spelling, phonemic awareness, word families, and basic affixes and syllable patterns; makes edits using suggestions from others or after proofreading</p>
<p>v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p>
<p>c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)</p>	<p>28. Uses tools and other technology to perform tasks</p>

<p>Standard 4. Research and Reasoning</p>	
<p>1. Reference materials help us locate information and answer questions</p>	
<p>a. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>b. Identify a specific question and gather information for purposeful investigation and inquiry</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>c. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>

<p>d. Use a variety of multimedia sources to answer questions of interest</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>
<p>e. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)</p>	<p>12. Remembers and connects experiences 12b. Makes connections 12. Provides general descriptions of events to occur in the future; links material learned previously and in other contexts</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>2. Questions are essential to analyze and evaluate the quality of thinking</p>	
<p>a. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (CCSS: W.2.7)</p>	
<p>i. Ask primary questions of depth and breadth</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>

<p>ii. Acknowledge the need to treat all viewpoints fair-mindedly</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating</p>
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Reading, Writing, and Communicating	
Third Grade	
Standard 1. Oral Expression and Listening	
1. Oral communication is used both informally and formally	
a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS: SL.3.4)	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 14. Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p> <p>12. Remembers and connects experiences 12a. Recognizes and recalls 14. Begins to use semantic grouping strategies to help remember, but may need adult cues or instruction on how to be efficient ; recognizes inconsistencies and incompleteness of information; reports on a topic, text, story, or experience using appropriate facts and related descriptive details</p>
b. Distinguish different levels of formality	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 12. Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience</p>
c. Speak clearly, using appropriate volume and pitch for the purpose and audience	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 12. Speaks clearly when giving a lengthy description of an event or personal experience to an individual or group; adapts word choices to be appropriate to the audience</p>
d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 14. Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p>

<p>e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 14. Uses appropriate expression and inflection when relaying details about a story, personal experience, or specific topic to an individual or group</p> <p>18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts</p>
<p>f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>

<p>2. Successful group activities need the cooperation of everyone</p>	
<p>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1)</p>	
<p>i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p>
<p>ii. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 14. Engages politely in conversations in which both speakers present and listen to arguments respectfully</p>
<p>iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation</p>

<p>iv. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might, must, will</i>)</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation</p>
<p>v. Use eye contact, volume, and tone appropriate to audience and purpose</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation</p>
<p>vi. Use different types of complete sentences to share information, give directions, or request information</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 14. Contributes to a focused discussion on a specific topic, preparing in advance for planned discussions using multiple sources; explains ideas based on both prior knowledge and new information learned from the conversation</p>
<p>b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might, must, will</i>)</p>

c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)

8. Listens to and understands increasingly complex language

8a. Comprehends language

14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., *might, must, will*)

11. Demonstrates positive approaches to learning

11d. Shows curiosity and motivation

14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic

Standard 2. Reading for All Purposes	
1. Strategies are needed to make meaning of various types of literary genres	
a. Use Key Ideas and Details to:	
i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</p>
iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)	<p>18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 14. Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea; connects and compares a series of historical events, scientific ideas, and procedures using language reflecting time, cause and effect, and sequence</p>
iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays	<p>18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 14. Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea; connects and compares a series of historical events, scientific ideas, and procedures using language reflecting time, cause and effect, and sequence</p>

<p>v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
<p>b. Use Craft and Structure to:</p>	
<p>i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</p>
<p>ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 14. Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
<p>iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 14. Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>

<p>iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
<p>c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
<p>ii. Summarize central ideas and important details from literary text</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
<p>iii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (CCSS: RL.3.9)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>

d. Use Range of Reading and Level of Text Complexity to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10)	18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts
e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation	18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts
2. Comprehension strategies are necessary when reading informational or persuasive text	
a. Use Key Ideas and Details to:	
i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts
ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)	18. Comprehends and responds to books and other texts 18c. Retells stories and recounts details from informational texts 14. Summarizes the major points, central message, and underlying themes in grade-appropriate literature and informational texts; indicates how key points support the central idea; connects and compares a series of historical events, scientific ideas, and procedures using language reflecting time, cause and effect, and sequence
iii. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts

b. Use Craft and Structure to:	
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (CCSS: RI.3.4)	18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content
ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 14. Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together
iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character's actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts
iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character's actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts

c. Use Integration of Knowledge and Ideas to:	
<p>i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
<p>ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
<p>iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
d. Use Range of Reading and Level of Text Complexity to:	
<p>i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts</p>
<p>ii. Adjust reading rate according to type of text and purpose for reading.</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts</p>

<p>3. Increasing word understanding, word use, and word relationships increases vocabulary</p>	
<p>a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)</p>	
<p>i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 10. Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p>
<p>ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 10. Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p>
<p>iii. Decode multisyllable words. (CCSS: RF.3.3c)</p>	<p>15. Demonstrates phonological awareness, phonics skills, and word recognition 15d. Applies phonics rules and knowledge of word structure to decode text 10. Deciphers multisyllable words by applying letter-sound associations, derivational and Latin suffixes, roots, and contractions</p>
<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)</p>	
<p>i. Read grade-level text with purpose and understanding. (CCSS:RF.3.4a)</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts</p>
<p>ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)</p>	<p>18. Comprehends and responds to books and other texts 18e. Ready fluently 8. Fluently reads and comprehends third-grade-level texts</p>
<p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</p>

<p>c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)</p>	
<p>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might, must, will</i>)</p> <p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</p>
<p>ii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). (CCSS: L.3.4b)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</p>
<p>iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might, must, will</i>)</p> <p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</p>

<p>iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). (CCSS: L.3.4c)</p>	<p>18. Comprehends and responds to books and other texts 18d. Uses context clues to read and comprehend texts 8. Uses various strategies to make meaning when reading third-grade-level content: monitors for understanding; uses sentence-level clues; and uses known affixes, roots, and individual words in compounds; distinguishes literal from non-literal content</p>
<p>v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 14. Uses text features and search tools (keyboards, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, and dramatic plays (chapter, verse, scene, act, etc.) and how they work together</p>
<p>d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)</p>	
<p>i. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). (CCSS: L.3.5a)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i>, <i>must</i>, <i>will</i>)</p>
<p>ii. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (CCSS: L.3.5b)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i>, <i>must</i>, <i>will</i>)</p>
<p>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). (CCSS: L.3.5c)</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 14. Uses knowledge from discussion to explain ideas and opinions about the topic; explains the main idea when presented with information in a variety of oral formats; uses context to understand literal and non-literal meanings; understands the difference between related words that describe states of mind or degrees of certainty (e.g., <i>might</i>, <i>must</i>, <i>will</i>)</p>

e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (CCSS: L.3.6)

9. Uses language to express thoughts and needs
9a. Uses an expanding expressive vocabulary
14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns

Standard 3. Writing and Composition	
1. A writing process is used to plan, draft, and write a variety of literary genres	
a. Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)	
i. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
ii. Provide reasons that support the opinion. (CCSS: W.3.1b)	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
iii. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>

<p>iv. Provide a concluding statement or section. (CCSS: W.3.1d)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>v. Brainstorm ideas for writing</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.3.3)</p>	
<p>i. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>ii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>

<p>iii. Use temporal words and phrases to signal event order. (CCSS: W3.3c)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>iv. Provide a sense of closure. (CCSS: W.3.3d)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>c. Write descriptive poems using figurative language</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>

<p>2. A writing process is used to plan, draft, and write a variety of informational texts</p>	
<p>a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)</p>	
<p>i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 16. Produces longer, more detailed compositions (narratives, informative/explanatory, and opinion pieces) that have a clear structure (beginning, middle, and conclusion), revising and editing by incorporating feedback from others as needed</p>
<p>iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>iv. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3.2c)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>

<p>v. Provide a concluding statement or section. (CCSS: W.3.2d)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>3. Correct grammar, capitalization, punctuation, and spelling are used when writing</p>	
<p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>c. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)</p>	<p>28. Uses tools and other technology to perform tasks</p>

<p>d. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)</p>	
<p>i. Choose words and phrases for effect. (CCSS: L.3.3a)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns</p>
<p>ii. Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)</p>	
<p>i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>ii. Form and use regular and irregular plural nouns. (CCSS: L.3.1b)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>

<p>iii. Use abstract nouns (e.g., <i>childhood</i>). (CCSS: L.3.1c)</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 14. Incorporates new grade-appropriate words (acquired through texts and conversations); uses conventional and academic words and phrases; correctly uses abstract nouns</p>
<p>iv. Form and use regular and irregular verbs. (CCSS: L.3.1d)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>v. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. (CCSS: L.3.1e)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>vi. Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>

<p>vii. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>viii. Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>ix. Produce simple, compound, and complex sentences. (CCSS: L.3.1i)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>
<p>x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 14. Produces simple, compound, and complex sentences for multiple purposes; identifies and explains the functions of nouns, pronouns, verbs, adjectives, and adverbs in a sentence; uses regular and irregular verbs, plural nouns and simple verb tenses; uses correct subject-verb and pronoun antecedent agreement; uses comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; recognizes differences between written and spoke English</p>

f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)	
i. Capitalize appropriate words in titles. (CCSS: L.3.2a)	19. Demonstrates writing skills 19c. Writes using conventions 8. Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
ii. Use commas in addresses. (CCSS: L.3.2b)	19. Demonstrates writing skills 19c. Writes using conventions 8. Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
iii. Use commas and quotation marks in dialogue. (CCSS: L.3.2c)	19. Demonstrates writing skills 19c. Writes using conventions 8. Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
iv. Form and use possessives. (CCSS: L.3.2d)	19. Demonstrates writing skills 19c. Writes using conventions 8. Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)	19. Demonstrates writing skills 19c. Writes using conventions 8. Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft
vi. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)	19. Demonstrates writing skills 19c. Writes using conventions 8. Uses increasingly complex capitalization and punctuation; spells most words accurately or with a close approximation; clarifies and edits own writing during and after composing to create a fairly polished final draft

vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)

17. Demonstrates knowledge of print and its uses

17a. Uses and appreciates books and other texts

12. Locates information using text features (captions, bold, print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure

<p>Standard 4. Research and Reasoning</p>	
<p>1. Researching a topic and sharing findings are often done with others</p>	
<p>a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7)</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)</p>	<p>12. Remembers and connects experiences 12b. Makes connections 14. Associates people and events with the past, present, and future; begins to organize and compile information from multiple sources to create a useful document connecting events</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>

<p>c. Interpret and communicate the information learned by developing a brief summary with supporting details</p>	<p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>
<p>d. Develop supporting visual information (charts, maps, illustrations, models)</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 12. Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on his or her work</p>
<p>e. Present a brief report of the research findings to an audience</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p> <p>19. Demonstrates writing skills 19b. Writes to convey ideas and information 18. Produces more complex and lengthy compositions (narratives, informative/explanatory, opinion pieces, and research projects) using vocabulary and sentence structure appropriate to composition type and audiences; plans, revises, and edits writing by incorporating feedback from others as needed; writes over short and extended time frames as appropriate for the task and purpose</p>

2. Inferences and points of view exist	
a. Recognize that different sources may have different points of view	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 13 emerging to 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts
b. Assess points of view using fairness, relevance, and breadth	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 13 emerging to 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts
c. Determine the clarity, relevance, and accuracy of information	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 13 emerging to 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts
d. Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations	18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 13 emerging to 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts

<p>e. Assess inferences for accuracy and fairness</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during reading experiences, book conversations, and text reflections 14. Uses one or more third-grade-level texts to ask and answer questions, referencing the text; compares own viewpoint with those in text; explains how a character’s actions contribute to events; compares and contrasts key details between books in a series or texts on the same topic and describes relationships and logical connections between texts</p>
<p>f. Recognize what they know and don’t know (intellectual humility)</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 12. Mentally manipulates information and uses logical arguments with increasing regularity; needs concrete points of reference for complex concepts and text; reflects on his or her work</p>

Mathematics	
Kindergarten	
Standard 1. Number Sense, Properties, and Operations	
1. Whole numbers can be used to name, count, represent, and order quantity	
a. Use number names and the count sequence. (CCSS: K.CC)	
i. Count to 100 by ones and by tens. (CCSS: K.CC.1)	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100 by ones and tens; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
ii. Count forward beginning from a given number within the known sequence. (CCSS: K.CC.2)	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100 by ones and tens; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
iii. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. (CCSS: K.CC.3)	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects; represent <i>how many</i> by writing one-digit numerals and some two-digit numerals
b. Count to determine the number of objects. (CCSS: K.CC)	
i. Apply the relationship between numbers and quantities and connect counting to cardinality. (CCSS: K.CC.4)	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects; represent <i>how many</i> by writing one-digit numerals and some two-digit numerals

<p>ii. Count and represent objects to 20. (CCSS: K.CC.5)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 8. Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects; represent <i>how many</i> by writing one-digit numerals and some two-digit numerals</p>
<p>c. Compare and instantly recognize numbers. (CCSS: K.CC)</p>	
<p>i. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (CCSS: K.CC.6)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>ii. Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.7)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects</p>
<p>iii. Identify small groups of objects fewer than five without counting.</p>	<p>20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>

<p>2. Composing and decomposing quantity forms the foundation for addition and subtraction</p>	
<p>a. Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings. (CCSS: K.OA)</p>	
<p>i. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. (CCSS: K.OA.1)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 8. Solves simple equal share problems; makes sets of 11-20 objects and then describes the parts</p>
<p>ii. Solve addition and subtraction word problems, and add and subtract within 10. (CCSS: K.OA.2)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 2. Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
<p>iii. Decompose numbers less than or equal to 10 into pairs in more than one way. (CCSS: K.OA.3)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 2. Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
<p>iv. For any number from 1 to 9, find the number that makes 10 when added to the given number. (CCSS: K.OA.4)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>
<p>v. Use objects including coins and drawings to model addition and subtraction problems to 10.</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 2. Solves addition and subtraction word problems of whole numbers within 10 using a variety of strategies (counting objects or fingers, counting on, counting back); makes number pairs within 10</p>
<p>b. Fluently add and subtract within 5. (CCSS: K.OA.5)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 2. Adds and subtracts whole numbers fluently within 5</p>

<p>c. Compose and decompose numbers 11–19 to gain foundations for place value using objects and drawings. (CCSS: K.NBT)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 2. Indicates base-ten equivalents for numbers 11 to 19 using objects and drawings; may use simple equations</p>
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<p>Standard 4. Shape, Dimension, and Geometric Relationships</p>	
<p>1. Shapes can be described by characteristics and position and created by composing and decomposing</p>	
<p>a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (CCSS: K.G)</p>	
<p>i. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. (CCSS: K.G.1)</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p> <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>ii. Correctly name shapes regardless of their orientations or overall size. (CCSS: K.G.2)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>iii. Identify shapes as two-dimensional or three dimensional. (CCSS: K.G.3)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>
<p>b. Analyze, compare, create, and compose shapes. (CCSS: K.G)</p>	
<p>i. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. (CCSS: K.G.4)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>

<p>ii. Model shapes in the world by building shapes from components and drawing shapes. (CCSS: K.G.5)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>
<p>iii. Compose simple shapes to form larger shapes. (CCSS: K.G.6)</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are moved, turned, flipped, or slid; break apart or combines shapes to create different shapes and sizes</p>
<p>2. Measurement is used to compare and order objects</p>	
<p>a. Describe and compare measurable attributes. (CCSS: K.MD)</p>	
<p>i. Describe measurable attributes of objects, such as length or weight. (CCSS: K.MD.1)</p>	<p>22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately</p>
<p>ii. Describe several measurable attributes of a single object. (CCSS: K.MD.1)</p>	<p>22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately</p>
<p>iii. 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. (CCSS: K.MD.2)</p>	<p>22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately</p>
<p>iv. Order several objects by length, height, weight, or price.</p>	<p>22. Compares and measures 22a. Measures objects 8. Uses measurement words and some standard measurement tools accurately</p> <p>22. Compares and measures 22c. Represents and analyzes data 2. Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings</p>

b. Classify objects and count the number of objects in each category. (CCSS: K.MD)	
i. Classify objects into given categories. (CCSS: K.MD.3)	22. Compares and measures 22c. Represents and analyzes data 2. Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
ii. Count the numbers of objects in each category. (CCSS: K.MD.3)	22. Compares and measures 22c. Represents and analyzes data 2. Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings
iii. Sort the categories by count. (CCSS: K.MD.3)	22. Compares and measures 22c. Represents and analyzes data 2. Creates and reads simple graphs; uses simple comparison and ordinal terms to describe findings

Mathematics	
First Grade	
Standard 1. Number Sense, Properties, and Operations	
1. The whole number system describes place value relationships within and beyond 100 and forms the foundation for efficient algorithms	
a. Count to 120 (CCSS: 1.NBT.1)	
i. Count starting at any number less than 120. (CCSS: 1.NBT.1)	20. Uses number concepts and operations 20a. Counts 10. Counts to 120 to determine how many; uses skip counting by 2s, 5s, and 10s; begins counting forward at any number between 1 and 120; counts backward from 20
ii. Within 120, read and write numerals and represent a number of objects with a written numeral. (CCSS: 1.NBT.1)	20. Uses number concepts and operations 20c. Connects numerals with their quantities 10. Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers
b. Represent and use the digits of a two-digit number. (CCSS: 1.NBT.2)	
i. Represent the digits of a two-digit number as tens and ones. (CCSS:1.NBT.2)	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)

<p>ii. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (CCSS: 1.NBT.3)</p>	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 10. Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols ($<$, $>$, $=$) to indicate relationships between whole numbers</p> <p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
<p>iii. Compare two sets of objects, including pennies, up to at least 25 using language such as "three more or three fewer" (PFL)</p>	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 10. Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols ($<$, $>$, $=$) to indicate relationships between whole numbers</p>
<p>c. Use place value and properties of operations to add and subtract. (CCSS: 1.NBT)</p>	
<p>i. Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings, and/or the relationship between addition and subtraction. (CCSS: 1.NBT.4)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
<p>ii. Identify coins and find the value of a collection of two coins (PFL)</p>	<p>22. Compares and measures 22b. Measures time and money 6. Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>
<p>iii. Mentally find 10 more or 10 less than any two-digit number, without counting; explain the reasoning used. (CCSS: 1.NBT.5)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>

<p>iv. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 1.NBT.6)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
<p>v. Relate addition and subtraction strategies to a written method and explain the reasoning used. (CCSS: 1.NBT.4 and 1.NBT.6)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 4. Uses place-value understanding to represent and write two-digit numbers, add one- and two-digit numbers (within 100), and subtract multiples of 10 from multiples of 10 (10-90)</p>
<p>2. Number relationships can be used to solve addition and subtraction problems</p>	
<p>a. Represent and solve problems involving addition and subtraction. (CCSS: 1.OA)</p>	
<p>i. Use addition and subtraction within 20 to solve word problems. (CCSS: 1.OA.1)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
<p>ii. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (CCSS: 1.OA.2)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>

<p>b. Apply properties of operations and the relationship between addition and subtraction. (CCSS: 1.OA)</p>	
<p>i. Apply properties of operations as strategies to add and subtract. (CCSS: 1.OA.3)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
<p>ii. Relate subtraction to unknown-addend problem. (CCSS: 1.OA.4)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20</p>
<p>c. Add and subtract within 20. (CCSS: 1.OA)</p>	
<p>i. Relate counting to addition and subtraction. (CCSS: 1.OA.5)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 9 emerging to 10. Answers <i>how much</i> questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>
<p>ii. Add and subtract within 20 using multiple strategies. (CCSS: 1.OA.6)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 5 emerging to 6. Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; identifies the sums of all one-digit numbers from memory</p>
<p>iii. Demonstrate fluency for addition and subtraction within 10. (CCSS: 1.OA.6)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 4. Adds and subtracts whole numbers fluently within 10 using mental strategies (counting on, making ten, decomposing/recomposing, addition/subtraction relationship, and easier equivalent known sums</p>

d. Use addition and subtraction equations to show number relationships. (CCSS: 1.OA)	
i. Use the equal sign to demonstrate equality in number relationships. (CCSS: 1.OA.7)	20. Uses number concepts and operations 20c. Connects numerals with their quantities 10. Represents <i>how many</i> by writing one-, two-, and three-digit numerals to 120; uses relational symbols (<, >, =) to indicate relationships between whole numbers
ii. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (CCSS: 1.OA.8)	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 4. Solves and creates three-number word problems with answers to 20 using addition properties (associative, communicative, and additive); solves addition and subtraction equations of different types with unknowns in various positions for amounts up to 20

Standard 3. Data Analysis, Statistics, and Probability	
1. Visual displays of information can used to answer questions	
a. Represent and interpret data. (CCSS: 1.MD)	
i. Organize, represent, and interpret data with up to three categories. (CCSS: 1.MD.4)	22. Compares and measures 22c. Represents and analyzes data 4. Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings
ii. Ask and answer questions about the total number of data points how many in each category, and how many more or less are in one category than in another. (CCSS: 1.MD.4)	22. Compares and measures 22c. Represents and analyzes data 4. Organizes, represents, and analyzes data with up to three categories; uses simple numerical summaries (counts, tallies) and ordinal terms to describe findings
Standard 4. Shape, Dimension, and Geometric Relationships	
1. Shapes can be described by defining attributes and created by composing and decomposing	
a. Distinguish between defining attributes versus non-defining attributes. (CCSS: 1.G.1)	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 10. Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes
b. Build and draw shapes to possess defining attributes. (CCSS: 1.G.1)	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 10. Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes
c. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. (CCSS: 1.G.2)	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 10. Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half circles, and quarter circles; visualizes and creates known shapes

<p>d. Partition circles and rectangles into two and four equal shares. (CCSS: 1.G.3)</p>	
<p>i. Describe shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. (CCSS: 1.G.3)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 10. Answers <i>how much</i> questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>
<p>ii. Describe the whole as two of, or four of the equal shares. (CCSS: 1.G.3)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 10. Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole</p>
<p>2. Measurement is used to compare and order objects and events</p>	
<p>a. Measure lengths indirectly and by iterating length units. (CCSS: 1.MD)</p>	
<p>i. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (CCSS: 1.MD.1)</p>	<p>22. Compares and measures 22a. Measures objects 10. Measures length accurately and expresses the measurement in whole numbers</p>
<p>ii. Express the length of an object as a whole number of length units. (CCSS: 1.MD.2)</p>	<p>22. Compares and measures 22a. Measures objects 10. Measures length accurately and expresses the measurement in whole numbers</p>
<p>b. Tell and write time. (CCSS: 1.MD)</p>	
<p>i. Tell and write time in hours and half-hours using analog and digital clocks. (CCSS: 1.MD.3)</p>	<p>22. Compares and measures 22b. Measures time and money 6. Tells and writes time in hours and half-hours using both analog and digital clocks; makes amounts using pennies (P), nickels (N), and dimes (D)</p>

Mathematics	
Second Grade	
Standard 1. Number Sense, Properties, and Operations	
1. The whole number system describes place value relationships through 1,000 and forms the foundation for efficient algorithms	
a. Use place value to read, write, count, compare, and represent numbers. (CCSS: 2.NBT)	
i. Represent the digits of a three-digit number as hundreds, tens, and ones. (CCSS: 2.NBT.1)	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)
ii. Count within 1000. (CCSS: 2.NBT.2)	20. Uses number concepts and operations 20a. Counts 12. Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts
iii. Skip-count by 5s, 10s, and 100s. (CCSS: 2.NBT.2)	20. Uses number concepts and operations 20a. Counts 12. Counts to 1,000 to determine how many; uses skip counting (2s, 5s, 10s, and 100s); begins counting at any number between 1 and 1,000; switches between skip counts
iv. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CCSS: 2.NBT.3)	20. Uses number concepts and operations 20c. Connects numerals with their quantities 12. Represents <i>how many</i> by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers

<p>v. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. (CCSS: 2.NBT.4)</p>	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 12. Represents <i>how many</i> by writing one-, two-, three-, and four-digit numerals to 1,000; uses relational symbols to compare and order whole numbers</p>
<p>b. Use place value understanding and properties of operations to add and subtract. (CCSS: 2.NBT)</p>	
<p>i. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 2.NBT.5)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 6. Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; identifies the sums of all one-digit numbers from memory</p>
<p>ii. Add up to four two-digit numbers using strategies based on place value and properties of operations. (CCSS: 2.NBT.6)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
<p>iii. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. (CCSS: 2.NBT.7)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
<p>iv. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (CCSS: 2.NBT.8)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>
<p>v. Explain why addition and subtraction strategies work, using place value and the properties of operations. (CCSS: 2.NBT.9)</p>	<p>20. Uses number concepts and operations 20d. Understands and uses place value and base ten 6. Uses place-value understanding to represent and write three-digit numbers (including expanded form); adds up to four two-digit numbers; adds up to four two-digit numbers; adds and subtracts three-digit numbers (within 1,000)</p>

<p>2. Formulate, represent, and use strategies to add and subtract within 100 with flexibility, accuracy, and efficiency</p>	
<p>a. Represent and solve problems involving addition and subtraction. (CCSS: 2.OA)</p>	
<p>i. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (CCSS: 2.OA.1)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)</p>
<p>ii. Apply addition and subtraction concepts to financial decision-making (PFL)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)</p> <p>22. Compares and measures 22b. Measures time and money 8. Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols</p>
<p>b. Fluently add and subtract within 20 using mental strategies. (CCSS: 2.OA.2)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 6. Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; identifies the sums of all one-digit numbers from memory</p>
<p>c. Know from memory all sums of two one-digit numbers. (CCSS: 2.OA.2)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 6. Adds and subtracts whole numbers fluently within 20 using previously learned mental strategies; identifies the sums of all one-digit numbers from memory</p>

d. Use equal groups of objects to gain foundations for multiplication. (CCSS: 2.OA)	
i. Determine whether a group of objects (up to 20) has an odd or even number of members. (CCSS: 2.OA.3)	23. Demonstrates knowledge of patterns 12. Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition
ii. Write an equation to express an even number as a sum of two equal addends. (CCSS: 2.OA.3)	23. Demonstrates knowledge of patterns 12. Uses number patterns to count and to solve problems; uses and explains patterns in counting and addition
iii. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as a sum of equal addends. (CCSS: 2.OA.4)	20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)

<p>Standard 3. Data Analysis, Statistics, and Probability</p>	
<p>1. Visual displays of data can be constructed in a variety of formats to solve problems</p>	
<p>a. Represent and interpret data. (CCSS: 2.MD)</p>	
<p>i. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. (CCSS: 2.MD.9)</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>ii. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. (CCSS: 2.MD.10)</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>iii. Solve simple put together, take-apart, and compare problems using information presented in picture and bar graphs. (CCSS: 2.MD.10)</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>

<p>Standard 4. Shape, Dimension, and Geometric Relationships</p>	
<p>1. Shapes can be described by their attributes and used to represent part/whole relationships</p>	
<p>a. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (CCSS: 2.G.1)</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 12. Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes</p>
<p>b. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (CCSS: 2.G.1)</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 12. Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes</p>
<p>c. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (CCSS: 2.G.2)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 12. Answers <i>how much</i> questions about wholes partitioned into equal share of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p> <p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 12. Uses essential attributes to label and create quadrilaterals, pentagons, hexagons, and cubes; visualizes and predicts the results of combining and taking apart two-dimensional and three-dimensional shapes</p>
<p>d. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. (CCSS: 2.G.3)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 12. Answers <i>how much</i> questions about wholes partitioned into equal share of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p>

<p>e. Recognize that equal shares of identical wholes need not have the same shape. (CCSS: 2.G.3)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 12. Answers <i>how much</i> questions about wholes partitioned into equal share of two (halves), four (fourths), and three (thirds); verbally labels each part and describes its relationship to the whole</p>
<p>2. Some attributes of objects are measurable and can be quantified using different tools</p>	
<p>a. Measure and estimate lengths in standard units. (CCSS: 2.MD)</p>	
<p>i. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (CCSS: 2.MD.1)</p>	<p>22. Compares and measures 22a. Measures objects 10. Measures length accurately and expresses the measurement in whole numbers</p>
<p>ii. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (CCSS: 2.MD.2)</p>	<p>22. Compares and measures 22a. Measures objects 11 emerging to 12. Measures and compares the length of two objects using standard length units</p>
<p>iii. Estimate lengths using units of inches, feet, centimeters, and meters. (CCSS: 2.MD.3)</p>	<p>22. Compares and measures 22a. Measures objects 12. Measures and compares the length of two objects using standard length units</p>
<p>iv. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (CCSS: 2.MD.4)</p>	<p>22. Compares and measures 22a. Measures objects 12. Measures and compares the length of two objects using standard length units</p>
<p>b. Relate addition and subtraction to length. (CCSS: 2.MD)</p>	
<p>i. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units and equations with a symbol for the unknown number to represent the problem. (CCSS: 2.MD.5)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)</p>

<p>ii. Represent whole numbers as lengths from 0 on a number line diagram and represent whole-number sums and differences within 100 on a number line diagram. (CCSS: 2.MD.6)</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>c. Solve problems time and money. (CCSS: 2.MD)</p>	
<p>i. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (CCSS: 2.MD.7)</p>	<p>22. Compares and measures 22b. Measures time and money 8. Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols</p>
<p>ii. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. (CCSS: 2.MD.8)</p>	<p>22. Compares and measures 22b. Measures time and money 8. Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols</p>

Mathematics	
Third Grade	
Standard 1. Number Sense, Properties, and Operations	
1. The whole number system describes place value relationships and forms the foundation for efficient algorithms	
a. Use place value and properties of operations to perform multi-digit arithmetic. (CCSS: 3.NBT)	
i. Use place value to round whole numbers to the nearest 10 or 100. (CCSS: 3.NBT.1)	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 8. Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10-90); rounds three-digit whole numbers to the nearest ten or hundred
ii. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 3.NBT.2)	20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 8. Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/multiplication and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory
iii. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations. (CCSS: 3.NBT.3)	20. Uses number concepts and operations 20d. Understands and uses place value and base ten 8. Uses place-value understanding to represent and write four-digit numbers; multiplies one-digit whole numbers by 10s (10-90); rounds three-digit whole numbers to the nearest ten or hundred

<p>2. Parts of a whole can be modeled and represented in different ways</p>	
<p>a. Develop understanding of fractions as numbers. (CCSS: 3.NF)</p>	
<p>i. Describe a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; describe a fraction a/b as the quantity formed by a parts of size $1/b$. (CCSS: 3.NF.1)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>
<p>ii. Describe a fraction as a number on the number line; represent fractions on a number line diagram. (CCSS: 3.NF.2)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p>
<p>iii. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (CCSS: 3.NF.3)</p>	
<p>1. Identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (CCSS: 3.NF.3a)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>

<p>2. Identify and generate simple equivalent fractions. Explain why the fractions are equivalent. (CCSS: 3.NF.3b)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p>
<p>3. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. (CCSS: 3.NF.3c)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($\frac{a}{2}$, $\frac{a}{3}$, $\frac{a}{4}$, $\frac{a}{6}$, $\frac{a}{8}$); and uses relation symbols ($<$, $>$, $=$)</p>
<p>4. Compare two fractions with the same numerator or the same denominator by reasoning about their size. (CCSS: 3.NF.3d)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($\frac{a}{2}$, $\frac{a}{3}$, $\frac{a}{4}$, $\frac{a}{6}$, $\frac{a}{8}$); and uses relation symbols ($<$, $>$, $=$)</p>

<p>5. Explain why comparisons are valid only when the two fractions refer to the same whole. (CCSS: 3.NF.3d)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>
<p>6. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions. (CCSS: 3.NF.3d)</p>	<p>20. Uses number concepts and operations 20b. Quantifies 14. Partitions groups into subgroups with equal numbers and verbally describes the subgroups as a fraction of the whole; compares fractions and explains them using physical models, pictorial representations, and number lines</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 14. Represents fractional quantities as parts of a whole ($a/2$, $a/3$, $a/4$, $a/6$, $a/8$); and uses relation symbols ($<$, $>$, $=$)</p>

<p>3. Multiplication and division are inverse operations and can be modeled in a variety of ways</p>	
<p>a. Represent and solve problems involving multiplication and division. (CCSS: 3.OA)</p>	
<p>i. Interpret products of whole numbers. (CCSS: 3.OA.1)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>ii. Interpret whole-number quotients of whole numbers. (CCSS: 3.OA.2)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>iii. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. (CCSS: 3.OA.3)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)</p>
<p>iv. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. (CCSS: 3.OA.4)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>

<p>v. Model strategies to achieve a personal financial goal using arithmetic operations (PFL)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 6. Solves one- and two-step word problems of various types using addition and subtraction (within 100) and explains strategies; uses repeated addition to find the number of objects presented in rectangular arrays (up to 5 rows and 5 columns)</p> <p>22. Compares and measures 22b. Measures time and money 8. Tells and writes time to the nearest five minutes; indicates a.m. and p.m.; solves word problems involving coins (P, N, D, Q) and dollar bills, and expresses the answer using currency symbols</p>
<p>b. Apply properties of multiplication and the relationship between multiplication and division. (CCSS: 3.OA)</p>	
<p>i. Apply properties of operations as strategies to multiply and divide. (CCSS: 3.OA.B.5)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>ii. Interpret division as an unknown-factor problem. (CCSS: 3.OA.6)</p>	<p>20. Uses number concepts and operations 20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>

<p>c. Multiply and divide within 100. (CCSS: 3.OA)</p>	
<p>i. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. (CCSS: 3.OA.7)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 8. Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/multiplication and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</p>
<p>ii. Recall from memory all products of two one-digit numbers. (CCSS: 3.OA.7)</p>	<p>20. Uses number concepts and operations 20f. Applies number combinations and mental number strategies in mathematical operations 8. Adds and subtracts whole numbers fluently within 1,000; multiplies and divides whole numbers fluently within 100 using previously learned mental strategies, the relationships between addition/multiplication and multiplication/division, and algorithms based on place value; identifies the products of all one-digit numbers from memory</p>
<p>d. Solve problems involving the four operations, and identify and explain patterns in arithmetic. (CCSS: 3.OA)</p>	
<p>i. Solve two-step word problems using the four operations. (CCSS: 3.OA.8)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>ii. Represent two-step word problems using equations with a letter standing for the unknown quantity. (CCSS: 3.OA.8)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>

<p>iii. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (CCSS: 3.OA.8)</p>	<p>20. Uses number concepts and operations 20e. Applies properties of mathematical operations and relationships 8. Solves, represents, and explains two-step word problems of various types (equal-sized groups, arrays, measurement quantities) using properties of whole number operations and multiplication/ division inverse relationships; uses estimation strategies (mental number line, rounding) to determine if answers are reasonable</p>
<p>iv. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. (CCSS: 3.OA.9)</p>	<p>23. Demonstrates knowledge of patterns 14. Recognizes arithmetic patterns and explains them using properties of operations</p>
<p>Standard 3. Data Analysis, Statistics, and Probability</p>	
<p>1. Visual displays are used to describe data</p>	
<p>a. Represent and interpret data. (CCSS: 3.MD)</p>	
<p>i. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (CCSS: 3.MD.3)</p>	<p>22. Compares and measures 22c. Represents and analyzes data 8. Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; used the graph to ask and answer questions</p>
<p>ii. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (CCSS: 3.MD.3)</p>	<p>22. Compares and measures 22c. Represents and analyzes data 8. Reads and creates scaled picture or bar graphs where each picture/bar represents more than one data point; used the graph to ask and answer questions</p>
<p>iii. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. (CCSS: 3.MD.4)</p>	<p>22. Compares and measures 22a. Measures objects 12. Measures and compares the length of two objects using standard length units</p>

Standard 4. Shape, Dimension, and Geometric Relationships	
1. Geometric figures are described by their attributes	
a. Reason with shapes and their attributes. (CCSS: 3.G)	
i. Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category. (CCSS: 3.G.1)	
1. Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (CCSS: 3.G.1)	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 14. Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions
ii. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. (CCSS: 3.G.2)	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 14. Classifies known shapes into higher and subordinate categories; provides rationale for classifications; divides shapes into parts with equal areas and expresses the parts as unit fractions
2. Linear and area measurement are fundamentally different and require different units of measure	
a. Use concepts of area and relate area to multiplication and to addition. (CCSS: 3.MD)	
i. Recognize area as an attribute of plane figures and apply concepts of area measurement. (CCSS: 3.MD.5)	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
ii. Find area of rectangles with whole number side lengths using a variety of methods (CCSS: 3.MD.7a)	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
iii. Relate area to the operations of multiplication and addition and recognize area as additive. (CSSL: 3.MD.7)	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter

b. Describe perimeter as an attribute of plane figures and distinguish between linear and area measures. (CCSS: 3.MD)	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
c. Solve real world and mathematical problems involving perimeters of polygons. (CCSS: 3.MD.8)	
i. Find the perimeter given the side lengths. (CCSS: 3.MD.8)	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
ii. Find an unknown side length given the perimeter. (CCSS: 3.MD.8)	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
iii. Find rectangles with the same perimeter and different areas or with the same area and different perimeters. (CCSS: 3.MD.8)	22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter
3. Time and attributes of objects can be measured with appropriate tools	
a. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (CCSS: 3.MD)	
i. Tell and write time to the nearest minute. (CCSS: 3.MD.1)	22. Compares and measures 22b. Measures time and money 10. Solves one-step word problems related to time to the nearest minute
ii. Measure time intervals in minutes. (CCSS: 3.MD.1)	22. Compares and measures 22b. Measures time and money 10. Solves one-step word problems related to time to the nearest minute
iii. Solve word problems involving addition and subtraction of time intervals in minutes using a number line diagram. (CCSS: 3.MD.1)	22. Compares and measures 22b. Measures time and money 10. Solves one-step word problems related to time to the nearest minute

<p>iv. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (CCSS: 3.MD.2)</p>	<p>22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>
<p>v. Use models to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. (CCSS: 3.MD.2)</p>	<p>22. Compares and measures 22a. Measures objects 14. Solves one-step word problems related to measurement of liquid volume, mass, area, and perimeter</p>

Science	
Kindergarten	
Standard 1. Physical Science	
1. Objects can move in a variety of ways that can be described by speed and direction	
a. Observe, investigate, and describe how different objects move	26. Demonstrates knowledge of the physical properties of objects and materials
b. Describe the motion of a child who is playing	26. Demonstrates knowledge of the physical properties of objects and materials
2. Objects can be sorted by physical properties, which can be observed and measured	
a. Observe, investigate, and describe how objects can be sorted using their physical properties	26. Demonstrates knowledge of the physical properties of objects and materials
b. Explain why objects are sorted into categories	26. Demonstrates knowledge of the physical properties of objects and materials
c. Sort a set of objects based on their physical characteristics, and then explain how the objects are sorted	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 26. Demonstrates knowledge of the physical properties of objects and materials
Standard 2. Life Science	
1. Organisms can be described and sorted by their physical characteristics	
a. Sort a group of items based on observable characteristics	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
b. Communicate and justify an evidence-based scientific rationale for sorting organisms into categories	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons

Standard 3. Earth Systems Science	
1. The Sun provides heat and light to Earth	
a. Investigate, explain, and describe that the Sun provides heat and light to Earth	27. Demonstrates knowledge of Earth's environment
b. Analyze and interpret temperature data between day (when the Sun shines on our area) and night (when the Sun does not shine on our area)	27. Demonstrates knowledge of Earth's environment
c. Investigate and communicate findings about what happens when the Sun's light is blocked	27. Demonstrates knowledge of Earth's environment
d. Investigate and communicate the effect of varying heat and light on the growth of plants through a scientific study	27. Demonstrates knowledge of Earth's environment

Science	
First Grade	
Standard 1. Physical Science	
1. Solids and liquids have unique properties that distinguish them	
a. Analyze and interpret observations about solids and liquids and their unique properties	13. Uses classification skills 10. Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations 26. Demonstrates knowledge of the physical properties of objects and materials
b. Identify the similarities and differences of two or more groups of solids or liquids	13. Uses classification skills 10. Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations 26. Demonstrates knowledge of the physical properties of objects and materials
c. Classify solids and liquids based on their properties, and justify your choice based on evidence	13. Uses classification skills 10. Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations 26. Demonstrates knowledge of the physical properties of objects and materials
Standard 2. Life Science	
1. Offspring have characteristics that are similar to but not exactly like their parents' characteristics	
a. Use evidence to analyze similarities and differences between parents and offspring in a variety of organisms including both plants and animals	13. Uses classification skills 10. Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations 22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts

<p>b. Analyze and interpret data regarding the similarities and differences between parents and offspring</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>c. Question peers about evidence used in developing ideas about similarities and differences between parents and offspring</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>d. Interpret information represented in pictures, illustrations, and simple charts</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>2. An organism is a living thing that has physical characteristics to help it survive</p>	
<p>a. Identify organisms and use evidence based scientific explanations for classifying them into groups</p>	<p>13. Uses classification skills 10. Groups objects and words in multiple ways based on physical attributes function, and semantic or conceptual associations 22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>b. Analyze and interpret data about the needs of plants and animals</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>c. Use direct observations and other evidence to support ideas concerning physical characteristics that help plants and animals survive</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p>

Standard 3. Earth Science	
1. Earth's materials can be compared and classified based on their properties	
a. Identify and represent similarities and differences such as the texture, size, color, and shape of various materials on Earth	22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts 27. Demonstrates knowledge of Earth's environment
b. Sort, group, and classify Earth's materials based on observations and explorations	22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts 27. Demonstrates knowledge of Earth's environment
c. Make predictions about how a material on Earth might be useful based on its properties	27. Demonstrates knowledge of Earth's environment
d. Communicate ideas about the differences between soils from different places	27. Demonstrates knowledge of Earth's environment
e. Use a variety of tools to observe, analyze, record, and compare Earth's materials	22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts 27. Demonstrates knowledge of Earth's environment
f. Analyze the impact of reducing, reusing, and recycling various materials	27. Demonstrates knowledge of Earth's environment

Science	
Second Grade	
Standard 1. Physical Science	
1. Changes in speed or direction of motion are caused by forces such as pushes and pulls	
a. Identify and predict how the direction or speed of an object may change due to an outside force	26. Demonstrates knowledge of the physical properties of objects and materials
b. Analyze and interpret observable data about the impact of forces on the motion of objects	22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts 26. Demonstrates knowledge of the physical properties of objects and materials
Standard 2. Life Science	
1. Organisms depend on their habitat's nonliving parts to satisfy their needs	
a. Use evidence to develop a scientific explanation about how organisms depend on their habitat	25. Demonstrate knowledge of the characteristics of living things
b. Analyze and interpret data about nonliving components of a habitat	22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts 25. Demonstrate knowledge of the characteristics of living things
c. Assess and provide feedback on other scientific explanations regarding why an organism can survive in its habitat	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic 25. Demonstrate knowledge of the characteristics of living things

<p>d. Use instruments to make observations about habitat components – for example, data can be collected from a fish tank to assess the environmental health (dissolved oxygen, pH, Nitrogen content).</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p> <p>25. Demonstrate knowledge of the characteristics of living things</p>
<p>Standard 3. Earth Science</p>	
<p>1. Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals</p>	
<p>a. Use evidence to develop a scientific explanation for how the weather and changing seasons impacts the organisms such as humans, plants, and other animals – and the environment</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 12. Shows interest in an increasing range of phenomena outside of direct experiences by generating questions and researching the topic</p> <p>27. Demonstrates knowledge of Earth’s environment</p>
<p>b. Analyze and interpret data such as temperatures in different locations (Sun or shade) at different times and seasons as evidence of how organisms and the environment are influenced by the weather and changing seasons</p>	<p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p> <p>27. Demonstrates knowledge of Earth’s environment</p>
<p>c. Analyze ways in which severe weather contributes to catastrophic events such as floods and forest fires</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>

Science	
Third Grade	
Standard 1. Physical Science	
1. Matter exists in different states such as solids, liquids, and gases and can change from one state to another by heating and cooling	
a. Analyze and interpret observations about matter as it freezes and melts, and boils and condenses	26. Demonstrates knowledge of the physical properties of objects and materials
b. Use evidence to develop a scientific explanation around how heating and cooling affects states of matter	26. Demonstrates knowledge of the physical properties of objects and materials
c. Identify the state of any sample of matter	26. Demonstrates knowledge of the physical properties of objects and materials
Standard 2. Life Science	
1. The duration and timing of life cycle events such as reproduction and longevity vary across organisms and species	
a. Use evidence to develop a scientific explanation regarding the stages of how organisms develop and change over time	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic 25. Demonstrates knowledge of the characteristics of living things
b. Analyze and interpret data to generate evidence that different organisms develop differently over time	22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts 25. Demonstrates knowledge of the characteristics of living things

<p>c. Use a variety of media to collect and analyze data regarding how organisms develop</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p> <p>22. Compares and measures 22c. Represents and analyzes data 6. Organizes, represents, and interprets data with up to four categories; describes data points; asks and answers questions related to the total data set and to its parts</p>
<p>Standard 3. Earth Science</p>	
<p>1. Earth’s materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand – some of which are usable resources for human activity</p>	
<p>a. Investigate and identify two or more ways that Earth’s materials can be broken down and/or combined in different ways such as minerals into rocks, rock cycle, formation of soil, and sand</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>b. Use evidence to develop a scientific explanation about one or more processes that break down and/or combine Earth materials</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>c. Utilize a variety of media sources to collect and analyze data around Earth’s materials and the processes by which they are formed</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic</p> <p>27. Demonstrates knowledge of Earth’s environment</p>

Social Studies	
Kindergarten	
Standard 1. History	
1. Ask questions, share information and discuss ideas about the past	
a. Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did?	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
b. Identify information from narrative stories that answer questions about the past and add to our collective memory and history	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
c. Use correctly the word “because” in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
2. The first component in the concept of chronology is to place information in sequential order	
a. Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support 31. Explores change related to familiar people or places
b. Explore differences and similarities in the lives of children and families of long ago and today	31. Explores change related to familiar people or places
c. Explain why knowing the order of events is important	31. Explores change related to familiar people or places

Standard 2. Geography	
1. People belong to different groups and live in different places around the world that can be found on a map or globe	
a. Compare and contrast how people live in different settings around the world	30. Shows basic understanding of people and how they live
b. Give examples of food, clothing, and shelter and how they change in different environments	30. Shows basic understanding of people and how they live
c. Distinguish between a map and a globe as ways to show places people live	32. Demonstrates simple geographic knowledge
Standard 3. Economics	
1. Ownership as a component of economics	
a. Give examples of ownership of different items	30. Shows basic understanding of people and how they live
b. Recognize and give examples one of how a person may want to use another’s object and how this requires asking permission and sharing	30. Shows basic understanding of people and how they live
2. Discuss how purchases can be made to meet wants and needs	
a. Identify the difference between personal wants and needs	30. Shows basic understanding of people and how they live
b. Give examples of the difference between spending income on something you want versus something you need	30. Shows basic understanding of people and how they live
Standard 4. Civics	
1. Participate in making decisions using democratic traditions	
a. Explain why rules are needed	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 9 emerging to 10. Understands and explains reasons for rules
b. Create and follow classroom rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c. Explain how a class rule promotes fairness and resolves conflict	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

d. Contribute to making and maintaining class community decisions	30. Shows basic understanding of people and how they live
e. Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal	30. Shows basic understanding of people and how they live
2. Civic participation takes place in multiple groups	
a. Categorize examples of people and events that relate to civic participation	30. Shows basic understanding of people and how they live
b. Give examples of qualities of a good citizen	30. Shows basic understanding of people and how they live
c. Practice citizenship skills including courtesy, honesty, and fairness in working with others	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders

Social Studies	
First Grade	
Standard 1. History	
1. Ask questions, share information and discuss ideas about the past	
a. Arrange life events in chronological order	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 10. Tells stories with clear sequence of events, including a climax and resolution</p> <p>31. Explores change related to familiar people or places</p>
b. Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events	<p>22. Compares and measures 22b. Measures time and money 4. Uses some time measurement words and tools</p> <p>31. Explores change related to familiar people or places</p>
c. Identify past events using a calendar	<p>12. Remembers and connects experiences 12b. Makes connections 10. Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons</p> <p>31. Explores change related to familiar people or places</p>
d. Use words related to time, sequence, and change	<p>12. Remembers and connects experiences 12b. Makes connections 10. Connects the past with the present using general time estimates between events; connects time with specific daily events and salient events with the months and seasons</p> <p>31. Explores change related to familiar people or places</p>

2. Family and cultural traditions in the United States in the past	
a. Identify similarities and differences between themselves and others	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
b. Discuss common and unique characteristics of different cultures using multiple sources of information	30. Shows basic understanding of people and how they live
c. Identify famous Americans from the past who have shown courageous leadership	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
d. Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
Standard 2. Geography	
1. Geographic tools such as maps and globes represent places around the world that can be found on a map or globe	
a. Explain that maps and globes are different representations of Earth	32. Demonstrates simple geographic knowledge
b. Use terms related to directions - forward and backward, left and right – and distance – near and far – when describing locations	32. Demonstrates simple geographic knowledge
c. Recite address including city, state, and country and explain how those labels help find places on a map	32. Demonstrates simple geographic knowledge
d. Distinguish between land and water on a map or globe	32. Demonstrates simple geographic knowledge
e. Create simple maps showing both human and natural features	32. Demonstrates simple geographic knowledge
2. People in different groups and communities interact with each other and with the environment	
a. Identify examples of boundaries that affect family and friends	30. Shows basic understanding of people and how they live
b. Give examples of how people use and interrelate with Earth’s resources	27. 1 demonstrates knowledge of Earth’s environment
c. Identify how community activities differ due to physical and cultural characteristics	30. Shows basic understanding of people and how they live
d. Give examples of how schools and neighborhoods in different places are alike and different	30. Shows basic understanding of people and how they live
e. Identify cultural and family traditions and their connections to other groups and the environment	30. Shows basic understanding of people and how they live

Standard 3. Economics	
1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income	
a. Give examples of different types of business and the goods and services they produce for the community	30. Shows basic understanding of people and how they live
b. Give examples of types of jobs people in your family have	30. Shows basic understanding of people and how they live
c. Recognize that people have a choice about what kinds of jobs they do	30. Shows basic understanding of people and how they live
2. Identify short-term financial goals (PFL)	
a. Define a short-term financial goal	30. Shows basic understanding of people and how they live
b. Identify examples of short-term financial goals	30. Shows basic understanding of people and how they live
c. Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income	30. Shows basic understanding of people and how they live
Standard 4. Civics	
1. Effective groups have responsible leaders and team members	
a. Describe the characteristics of responsible leaders	2. Establishes and sustains positive relationships 2c. Interacts with peers 12. Fluidly alternates between the roles of leader and follower in order to sustain play
b. Identify the attributes of a responsible team member	2. Establishes and sustains positive relationships 2c. Interacts with peers 10. Works with a group toward a shared goal; participates in group games with rules
c. Demonstrate the ability to be both a leader and team member	2. Establishes and sustains positive relationships 2c. Interacts with peers 12. Fluidly alternates between the roles of leader and follower in order to sustain play

2. Notable people, places, holidays and patriotic symbols	
a. Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement	30. Shows basic understanding of people and how they live
b. Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem	30. Shows basic understanding of people and how they live
c. Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, and the national anthem	30. Shows basic understanding of people and how they live
d. Identify significant places. Places to include but not limited to the Statue of Liberty, Capitol, White House, and important community sites	30. Shows basic understanding of people and how they live
e. Identify significant civic holidays	30. Shows basic understanding of people and how they live
f. Identify the American flag and the Colorado flag	30. Shows basic understanding of people and how they live

Social Studies	
Second Grade	
Standard 1. History	
1. Identify historical sources and utilize the tools of a historian	
a. Identify community and regional historical artifacts and generate questions about their function and significance	31. Explores change related to familiar people or places
b. Explain the past through oral or written firsthand accounts of history	31. Explores change related to familiar people or places
c. Explain the information conveyed by historical timelines	31. Explores change related to familiar people or places
d. Identify history as the story of the past preserved in various sources	31. Explores change related to familiar people or places
e. Create timelines to understand the development of important community traditions and events	31. Explores change related to familiar people or places
2. People have influenced the history of neighborhoods and communities	
a. Organize the historical events of neighborhoods and communities chronologically	31. Explores change related to familiar people or places
b. Present situations, people, and events in neighborhoods, communities, and the nation	31. Explores change related to familiar people or places
c. Give examples of people and events, and developments that brought important changes to the community	31. Explores change related to familiar people or places
d. Compare how communities and neighborhoods are alike and different	31. Explores change related to familiar people or places
e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities	31. Explores change related to familiar people or places
Standard 2. Geography	
1. Geographic terms and tools are used to describe space and place	
a. Use map keys, legends, symbols, intermediate directions, and compass rose to derive information from various maps	32. Demonstrates simple geographic knowledge
b. Identify and locate various physical features on a map	32. Demonstrates simple geographic knowledge
c. Identify the hemispheres, equator, and poles on a globe	32. Demonstrates simple geographic knowledge
d. Identify and locate cultural, human, political, and natural features using map keys and legends	32. Demonstrates simple geographic knowledge

2. People in communities manage, modify and depend on their environment	
a. Identify how communities manage and use nonrenewable and renewable resources	27. Demonstrates knowledge of Earth’s environment
b. Identify local boundaries in the community	32. Demonstrates simple geographic knowledge
c. Explain why people settle in certain areas	32. Demonstrates simple geographic knowledge
d. Identify examples of physical features that affect human activity	32. Demonstrates simple geographic knowledge
e. Describe how the size and the character of a community change over time for geographic reasons	32. Demonstrates simple geographic knowledge
Standard: 4. Civics	
1. Effective groups have responsible leaders and team members	
a. Describe the characteristics of responsible leaders	2. Establishes and sustains positive relationships 2c. Interacts with peers 12. Fluidly alternates between the roles of leader and follower in order to sustain play
b. Identify the attributes of a responsible team member	2. Establishes and sustains positive relationships 2c. Interacts with peers 10. Works with a group toward a shared goal; participates in group games with rules
c. Demonstrate the ability to be both a leader and team member	2. Establishes and sustains positive relationships 2c. Interacts with peers 12. Fluidly alternates between the roles of leader and follower in order to sustain play

Social Studies	
Second Grade	
Standard 1. History	
1. Identify historical sources and utilize the tools of a historian	
a. Identify community and regional historical artifacts and generate questions about their function and significance	31. Explores change related to familiar people or places
b. Explain the past through oral or written firsthand accounts of history	31. Explores change related to familiar people or places
c. Explain the information conveyed by historical timelines	31. Explores change related to familiar people or places
d. Identify history as the story of the past preserved in various sources	31. Explores change related to familiar people or places
e. Create timelines to understand the development of important community traditions and events	31. Explores change related to familiar people or places
2. People have influenced the history of neighborhoods and communities	
a. Organize the historical events of neighborhoods and communities chronologically	31. Explores change related to familiar people or places
b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation	31. Explores change related to familiar people or places
c. Give examples of people and events, and developments that brought important changes to the community	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
d. Compare how communities and neighborhoods are alike and different	30. Shows basic understanding of people and how they live
e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities	31. Explores change related to familiar people or places

Standard 2. Geography	
1. Geographic terms and tools are used to describe space and place	
a. Use map keys, legends, symbols, intermediate directions, and compass rose to derive information from various maps	32. Demonstrates simple geographic knowledge
b. Identify and locate various physical features on a map	32. Demonstrates simple geographic knowledge
c. Identify the hemispheres, equator, and poles on a globe	32. Demonstrates simple geographic knowledge
d. Identify and locate cultural, human, political, and natural features using map keys and legends	32. Demonstrates simple geographic knowledge
Standard 3. Economics	
1. The scarcity of resources affects the choices of individuals and communities	
a. Explain scarcity	30. Shows basic understanding of people and how they live
b. Identify goods and services and recognize examples of each	30. Shows basic understanding of people and how they live
c. Give examples of choices people make when resources are scarce	30. Shows basic understanding of people and how they live
d. Identify possible solutions when there are limited resources and unlimited demands	30. Shows basic understanding of people and how they live
2. Apply decision-making processes to financial decisions (PFL)	
a. Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision	30. Shows basic understanding of people and how they live
b. Differentiate between a long-term and a short-term goal	30. Shows basic understanding of people and how they live

Standard 4: Civics	
1. Responsible community members advocate for their ideas	
a. List ways that people express their ideas respectfully	10 Uses appropriate conversational and other communication skills 10b. Uses social rules of language 14. Engages politely in conversations in which both speakers present and listen to arguments respectfully
b. Identify how people monitor and influence decisions in their community	30. Shows basic understanding of people and how they live
c. Identify and give examples of civic responsibilities that are important to individuals, families, and communities	30. Shows basic understanding of people and how they live
d. Describe important characteristics of a responsible community member	2. Establishes and sustains positive relationships 2c. Interacts with peers 10. Works with a group toward a shared goal; participates in group games with rules
2. People use multiple ways to resolve conflicts or differences	
a. Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility	30. Shows basic understanding of people and how they live
b. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority	30. Shows basic understanding of people and how they live
c. Identify and give examples of appropriate and inappropriate uses of power and the consequences	30. Shows basic understanding of people and how they live
d. Demonstrate skills to resolve conflicts or differences	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 10. Seeks conflict resolutions based on interest in maintaining the relationship in the future

Social Studies	
Third Grade	
Standard 1. History	
1. Use a variety of sources to distinguish historical fact from fiction	
a. Compare factual historical sources with works of fiction about the same topic	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books and other texts 10. Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons); may need support
b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic 31. Explores change related to familiar people or places
c. Compare information from multiple sources recounting the same event	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 14. Asks thoughtful and increasingly complex questions; builds knowledge through research projects; contributes to discussions by applying previously gathered information about a topic
2. People in the past influence the development and interaction of different communities or regions	
a. Compare past and present situations and events	31. Explores change related to familiar people or places
b. Chronologically sequence important events in a community or region	31. Explores change related to familiar people or places
c. Give examples of people and events, and developments that brought important changes to a community or region	31. Explores change related to familiar people or places
d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region	31. Explores change related to familiar people or places

Standard 2. Geography	
1. Use various types of geographic tools to develop spatial thinking	
a. Read and interpret information from geographic tools and formulate geographic questions	32. Demonstrates simple geographic knowledge
b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps	32. Demonstrates simple geographic knowledge
c. Locate the community on a map and describe its natural and human features	32. Demonstrates simple geographic knowledge
d. Identify geography-based problems and examine the ways that people have tried to solve them	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places 32. Demonstrates simple geographic knowledge
2. The concept of regions is developed through an understanding of similarities and differences in places	
a. Observe and describe the physical characteristics and the cultural and human features of a region	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places 32. Demonstrates simple geographic knowledge
b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms	32. Demonstrates simple geographic knowledge 31. Explores change related to familiar people or places
c. Give examples of places that are similar and different from a local region	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places 32. Demonstrates simple geographic knowledge
d. Characterize regions using different types of features such as physical, political, cultural, urban and rural	30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge

Standard: 3. Economics	
1. Describe producers and consumers and how goods and services are exchanged	
a. Describe the difference between producers and consumers and explain how they need each other	30. Shows basic understanding of people and how they live.
b. Describe and give examples of forms of exchange topics to include but not limited to trade and barter	30. Shows basic understanding of people and how they live
c. Describe how the exchange of goods and services between businesses and consumers affects all parties	30. Shows basic understanding of people and how they live
d. Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value	30. Shows basic understanding of people and how they live
e. Give examples of how trade benefits individuals and communities and increases interdependency	30. Shows basic understanding of people and how they live
2. Describe how to meet short term financial goals (PFL)	
a. Identify sources of income including gifts, allowances, and earnings	30. Shows basic understanding of people and how they live
b. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal	30. Shows basic understanding of people and how they live
c. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals	30. Shows basic understanding of people and how they live
d. Create a plan for a short-term financial goal	30. Shows basic understanding of people and how they live
e. Describe the steps necessary to reach short-term financial goals	30. Shows basic understanding of people and how they live
Standard: 5. Civics	
1. Respecting the views and rights of others is a key component of a democratic society	30. Shows basic understanding of people and how they live
a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner	30. Shows basic understanding of people and how they live
b. Identify important economic and personal rights and how they relate to others	30. Shows basic understanding of people and how they live
c. Give examples of the relationship between rights and responsibilities	30. Shows basic understanding of people and how they live

2. The origins, structure, and functions of local government	
a. Identify the origins, structure, and functions of local government	30. Shows basic understanding of people and how they live
b. Identify and explain the services local governments provide and how those services are funded	30. Shows basic understanding of people and how they live
c. Identify and explain a variety of roles leaders, citizens, and others play in local government	30. Shows basic understanding of people and how they live

Comprehensive Health and Physical Education	
Comprehensive Health	
Kindergarten	
Standard 2. Physical and Personal Wellness in Health	
1. Identify the major food groups and the benefits of eating a variety of foods	
a. Recognize major food groups	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
b. Identify foods and beverages that are healthy choices for teeth and bones	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
c. Explain how food is fuel and that different activities need different fuel	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
d. Explain the health benefits of choosing healthy foods and beverages	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
2. Explain how personal hygiene and cleanliness affect wellness	
a. Describe what it means to be healthy	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Explain why hygiene is important for good health	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
c. Demonstrate the steps for proper hand washing	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

d. Explain positive outcomes from brushing and flossing teeth daily	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
e. Demonstrate steps for proper brushing and flossing of teeth	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
f. Explain why sleep and rest are important for proper growth and good health	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Standard 3. Emotional and Social Wellness in Health	
1. Exhibit understanding that one’s actions impact others	
a. Demonstrate ways to show respect, consideration, and care for others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
b. Explain the importance of respecting the personal space and boundaries of others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
c. Explain that feelings influence behavior	1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time
Standard 4. Prevention and Risk Management in Health	
1. Identify the importance of respecting the personal space and boundaries of self and others	
a. Identify “appropriate” and “inappropriate” touches	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

b. Identify characteristic of a trusted adult	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
c. Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or others	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
d. Explain that each person has the right to tell others not to touch his or her body	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
2. Explain safe behavior as a pedestrian and with motor vehicles	
a. Explain safe behavior when getting on and off and while riding on school buses	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c. Recognize and describe the meaning of traffic signs	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
d. Describe how rules at school can help to prevent injuries	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
e. Demonstrate safe pedestrian behaviors	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

3. Demonstrate effective communication skills in unsafe situations	
a. Demonstrate verbal and nonverbal ways to ask an adult for help about an unsafe situation	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
b. Demonstrate the ability to call 911 or other emergency numbers for help	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
c. Define and explain the dangers of weapons and how to tell a trusted adult if you see or hear about someone having a weapon	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Physical Education	
Standard 1. Movement Competence and Understanding in Physical Education	
1. Demonstrate body and spatial awareness through movement	
a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
b. Demonstrate contrasts between slow and fast speeds while using locomotor skills	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
c. Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
d. Travel in straight, curved, and zigzag pathways	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
e. Move in opposition and alternately	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
f. Move synchronously with others	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction

g. Participate in chase-and-flee activities that include various spatial relationships	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
2. Locate the major body parts	
a. Move specified body parts in response to a variety of sensory cues such as auditory or visual	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
b. Identify body planes such as front, back, and side	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
Standard 2. Physical and Personal Wellness in Physical Education	
1. Understand that physical activity increases the heart rate, making the heart stronger	
a. Identify the heart rate as an indicator of moderate to vigorous activity	29. Demonstrates knowledge about self
b. Sustain moderate to vigorous physical activity for short periods of time	29. Demonstrates knowledge about self
c. Identify activities that will increase the heart rate	29. Demonstrates knowledge about self
Standard 3. Emotional and Social Wellness in Physical Education	
1. Demonstrate respect for self, others, and equipment	
a. Demonstrate the characteristics of sharing	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
b. Identify feelings that result from participation in physical activity	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
c. Participate as a leader and follower	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children

d. Help to manage equipment	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
e. Play without interfering with others	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
2. Demonstrate the ability to follow directions	
a. Start and stop on an auditory and visual signal	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
b. Follow a simple series of instructions for an activity	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
c. Speak at appropriate times	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
d. Follow established class protocols	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Comprehensive Health and Physical Education	
Comprehensive Health	
First Grade	
Standard 2. Physical and Personal Wellness in Health	
1. Eating a variety of foods from the different food groups is vital to promote good health	
a. Categorize foods into the major food groups	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Identify a variety of foods in each of the food groups that are healthy choices	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness	
a. Demonstrate ways to prevent harmful effects of the sun as well as hearing and vision loss	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Explain that germs cause disease	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Describe the symptoms that occur when a person is sick	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Demonstrate ways to prevent the spread of germs that cause common, infectious diseases	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
e. Demonstrate proper steps for treating a wound to reduce chances of infection	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
Standard 3. Emotional and Social Wellness in Health	
1. Demonstrate how to express emotions in healthy ways	
a. Identify a variety of emotions	1. Regulates own emotions and behaviors 1a. Manages feelings 9 emerging to 10. Manages strong emotions using known strategies
b. Identify appropriate ways to express and deal with emotions and feelings	1. Regulates own emotions and behaviors 1a. Manages feelings 9 emerging to 10. Manages strong emotions using known strategies

c. Demonstrate effective listening skills	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own
d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and basic social rules during communication with others
e. Cooperate and share with others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
f. Identify problem-solving strategies, and demonstrate the ability to make choices using those strategies	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
2. Identify parents, guardians, and other trusted adults as resources for information about health	
a. Identify trusted adults at home and at school	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
b. Identify trusted adults who promote health such as health care providers	30. Shows basic understanding of people and how they live
c. Identify the importance of talking about feelings with parents and other trusted adults	1. Regulates own emotions and behaviors 1a. Manages feelings 10. Manages strong emotions using known strategies
d. Demonstrate the ability to ask for help from a trusted adults	1. Regulates own emotions and behaviors 1a. Manages feelings 10. Manages strong emotions using known strategies
Standard 4. Prevention and Risk Management	
1. Demonstrate strategies to avoid hazards in the home and community	
a. Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Explain why household products are harmful if ingested or inhaled	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 10. Understands and explains reasons for rules

c. Describe how to safely ride a bike, skateboard, and scooter as well as use inline skates	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Identify safety rules for being around fire	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
e. Demonstrate strategies to avoid fires and burns	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
f. Demonstrate how to call 911 or other emergency numbers for help in a situation involving fires	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
Physical Education	
Standard 1. Movement Competence and Understanding in Physical Education	
1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements	
a. Move in different directions and at high, medium, and low levels in space	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
b. Demonstrate locomotor movements in a variety of pathways and levels	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
c. Travel in forward and sideways directions using a variety of locomotor and nonlocomotor patterns, and change direction quickly in response to a signal	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
d. Perform a simple dance step in keeping with a specific tempo	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
e. Travel to a variety of rhythms changing time, force, and flow	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
f. Manipulate objects such as jump ropes, scarves, hoops, and balls	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

g. Balance at different levels on different body parts	5. Demonstrates balancing skills 10. Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses
h. Demonstrate both static and dynamic balances	5. Demonstrates balancing skills 10. Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses
i. Perform rhythmical movements using small musical aids	35. Explores dance and movement concepts
j. Perform a singing dance in a group	35. Explores dance and movement concepts
2. Demonstrate fundamental manipulative skills	
a. Standing in place, dribble a ball five times with one’s dominant hand	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy
b. Throw a ball while stepping forward in opposition	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy
c. Strike a stationary object	6. Demonstrates gross-motor manipulative skills 11 emerging to 12. Manipulates balls or similar objects with accuracy, fluidity, and control
d. Throw an object with an overhand and underhand motion	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy
e. Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy
f. Catch a thrown large object with both hands	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

g. Kick a stationary object using a simple kicking pattern	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy
h. Use body parts and light implements to strike stationary and moving objects	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy
3. Establish a beginning movement vocabulary	
a. Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
b. Respond appropriately to a variety of cues	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
d. Discuss personal space, general space, and boundaries	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
Standard 2. Physical and Personal Wellness in Physical Education	
1. Identify the body's normal reactions to moderate and vigorous physical activity	
a. Identify basic exercises that help to strengthen various muscles of the body	29. Demonstrates knowledge about self
b. Identify physical activities that require strong muscles	29. Demonstrates knowledge about self
c. Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction 5. Demonstrates balancing skills 10. Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses 6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

d. Identify activities that rely on muscular endurance and muscular strength for someone to be successful	Not specifically addressed in <i>Teaching Strategies GOLD[®]</i>
Standard 3. Emotional and Social Wellness in Physical Education	
1. Work independently and with others to complete work	
a. Identify and demonstrate acceptable responses to challenges, successes, and failures	1. Regulates own emotions and behaviors 1a. Manages feelings 10. Manages strong emotions using known strategies
b. Invite others to use equipment before repeating a turn	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
c. Identify and demonstrate the attributes of being an effective partner or group member in physical activity	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
d. Help another student share space effectively	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
2. Follow the rules of an activity	
a. Perform a simple sequence of movements within given parameters and guidelines	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies basic rules in new but similar situations
b. Develop rules for an activity, and participate in the activity while following the rules	2. Establishes and sustains positive relationships 2c. Interacts with peers 10. Works with a group toward a shared goal; participates in group games with rules
c. Follow the rules for simple games	2. Establishes and sustains positive relationships 2c. Interacts with peers 10. Works with a group toward a shared goal; participates in group games with rules
d. Accept responsibility for one's behavior in a game situation	1. Regulates own emotions and behaviors 1a. Manages feelings 10. Manages strong emotions using known strategies

Standard 4. Prevention and Risk Management in Physical Education	
1. Develop movement control for safe participation in games and sports	
a. Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw	1. Regulates own emotions and behaviors 1a. Manages feelings 10. Manages strong emotions using known strategies
b. Demonstrate the ability to follow verbal and nonverbal instruction	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies basic rules in new but similar situations

Comprehensive Health and Physical Education	
Comprehensive Health	
Second Grade	
Standard 2. Physical and Personal Wellness in Health	
1. Identify eating and drinking behaviors that contribute to maintaining good health	
a. Explain the importance of choosing healthy foods and beverages	29. Demonstrates knowledge about self
b. Identify the benefits of drinking plenty of water	29. Demonstrates knowledge about self
c. Describe the benefits of eating breakfast every day	29. Demonstrates knowledge about self
d. Identify a variety of healthy snacks	29. Demonstrates knowledge about self
e. Understand that the body exhibits signals that tell people when they are hungry and when they are full	29. Demonstrates knowledge about self
2. Recognize basic childhood chronic diseases	
a. Identify problems associated with common childhood chronic diseases or conditions, including but not limited to asthma, allergies, type-1 diabetes, and epilepsy	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Communicate concern to an appropriate adult when a person is having an allergic reaction or difficulty breathing	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
Standard 4. Prevention and Risk Management in Health	
1. Identify the dangers of using tobacco products and being exposed to second-hand smoke	
a. Describe the benefits of not using tobacco	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Identify the short- and long-term physical effects of using tobacco and being exposed to tobacco smoke	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®

c. State reasons why one should avoid second-hand smoke	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
2. Identify safe and proper use of household products	
a. Identify and distinguish between substances that are safe and unsafe to be taken orally	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Explain that taking medications incorrectly can be harmful, including vitamins	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Articulate the proper and safe use of household products	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
3. Explain why bullying is harmful and how to respond appropriately	
a. Understand why it is wrong to tease others	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Identify why making fun of others is harmful to self and others	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Describe the difference between bullying and teasing	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Explain what to do if you or someone else is being bullied	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
4. Demonstrate interpersonal communication skills to prevent injury or to ask for help in an emergency or unsafe situation	
a. Demonstrate how to make a decision to call 911 or other emergency numbers for help	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Demonstrate verbal and nonverbal ways to ask an adult for help about an emergency	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Demonstrate effective refusal skills to avoid unsafe situations	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Describe the use of safety equipment for specific activities and sports such as biking, skateboard, riding a scooter and inline skating	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
e. Identify ways to reduce or prevent the risk of injuries around water	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®

Physical Education	
Standard 1. Movement Competence and Understanding in Physical Education	
1. Demonstrate the elements of movement in combination with a variety of locomotor skills	
a. Demonstrate skipping, hopping, galloping, and sliding while transitioning on command	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
b. Demonstrate smooth transitions between sequential motor skills such as running into a jump	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
c. Move using the concepts of space awareness and movement control to run, hop, and skip in different ways in a large group without bumping into others or falling	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
d. Identify major characteristics of the skills of walking, running, jumping, hopping, and leaping	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
2. Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements	
a. Move to even and uneven beats using various locomotor movements	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
b. Create a routine that includes two types of body rolls such as a log roll, egg roll, shoulder roll, or forward roll and a stationary balance position after each roll	5. Demonstrates balancing skills 10. Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses
c. Jump rope repeatedly	5. Demonstrates balancing skills 10. Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses
d. Throw, catch, strike, and trap objects while being stationary and also moving toward a partner	6. Demonstrates gross-motor manipulative skills 10. Manipulates balls or similar objects, propelling them away from the body (throwing) and receiving and controlling them (catching) with increased accuracy

e. Balance objects on various body parts while in various positions	5. Demonstrates balancing skills 10. Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses
f. Demonstrate static and dynamic balance on lines or low beams and benches	5. Demonstrates balancing skills 11 emerging to 12. Balances on apparatus with control and stability
3. Use feedback to improve performance	
a. Use self feedback to identify strengths and weaknesses as well as modifications that need to be made to improve the performance of a skill or physical movement	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 10. Practices skills to reach desired level of personal achievement
b. Use instructor feedback to identify strengths and weaknesses as well as modifications that need to be made to improve performance of a skill or physical movement	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Identify methods to keep the brain healthy and ready to learn	29. Demonstrates knowledge about self
d. Identify brain-healthy foods	29. Demonstrates knowledge about self
e. Describe the role of water as an essential nutrient for the body and brain	29. Demonstrates knowledge about self
Standard 2. Physical and Personal Wellness in Physical Education	
1. Recognize the importance of making the choice to participate in a wide variety of activities that involve locomotion, non-locomotion, and manipulation of objects outside of physical education class	
a. Correctly identify activities and the locomotor, nonlocomotor, and manipulative skill involved	29. Demonstrates knowledge about self
b. Identify activities enjoy the most, and connect success with enjoyment of activity	29. Demonstrates knowledge about self
2. Identify good brain health habits	
a. Explain the fuel requirements of the body during physical activity and inactivity	29. Demonstrates knowledge about self
b. Identify healthy food choices to fuel the body	29. Demonstrates knowledge about self

c. Determine the proper amount of sleep to get every night	29. Demonstrates knowledge about self
d. Identify changes in the body during exercise and how that makes you feel	29. Demonstrates knowledge about self
e. Identify feelings resulting from challenges, successes, and failures in physical activity	29. Demonstrates knowledge about self
Standard 3. Emotional and Social Wellness in Physical Education	
1. Demonstrate positive and helpful behavior and words toward other students	
a. Describe how positive social interaction can make physical activity with others more fun	30. Shows basic understanding of people and how they live
b. Participate in a variety of group settings without distracting behavior	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
c. Encourage others by using verbal and nonverbal communication	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
Standard 4. Prevention and Risk Management in Physical Education	
1. Apply rules, procedures ,and safe practices to create a safe school environment with little or no reinforcement	
a. Maintain safety within personal space while using implements	4. Demonstrates traveling skills 10. Uses a variety of traveling movements, varying speed, pathways, and direction
b. Follow safety rules in the gymnasium and on the playground	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 10. Understands and explains reasons for rule

Comprehensive Health and Physical Education	
Comprehensive Health	
Third Grade	
Standard 2. Physical and Personal Wellness in Health	
1. Demonstrate the ability to make and communicate appropriate food choices	
a. Describe a variety of nutritious breakfast foods	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Plan a meal based on the food groups	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Explain the concepts of eating in moderation	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Demonstrate refusal skills in dealing with unhealthy eating situations	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
e. Identify how family, peers, and media influence healthy eating	29. Demonstrates knowledge about self
Standard 3. Emotional and Social Wellness in Health	
1. Utilize knowledge and skills to treat self and others with care and respect	
a. Identify the characteristics of someone who has self-respect and positive self-esteem	29. Demonstrates knowledge about self
b. Acknowledge the value of personal and others’ talents and strengths	29. Demonstrates knowledge about self
c. Summarize the importance of respecting the personal space and boundaries of others	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 12. Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
d. Discuss the importance of thinking about the effects of one’s actions on other people	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 12. Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response

e. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and self-control	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 12. Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response
f. Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 12. Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response
g. Express intentions to treat self and others with care and respect	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 12. Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response
2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others	
a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way	1. Regulates own emotions and behaviors 1a. Manages feelings 12. Demonstrates patience with personal limitations; controls feelings based on how they will affect others
b. Describe positive ways to show care, consideration, and concern for others	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 12. Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
c. Identify how to show respect for individual differences	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 12. Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
d. Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 12. Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment

Standard 4. Prevention and Risk Management in Health	
1. Examine the dangers of using tobacco products or being exposed to second-hand smoke	
a. Summarize the dangers of experimenting with tobacco	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Describe how tobacco and prolonged exposure to cigarette smoke affects the body	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Understand that tobacco and other drugs can be addicting, but can be treated	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Describe the benefits of abstaining from or discontinuing tobacco use	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
2. Describe pro-social behaviors that enhance healthy interactions with others	
a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, and not teasing others	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 12. Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
b. Describe some of the ways that young children can be helpful intentionally	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 12. Demonstrates an understanding of the “big rule” concepts of safety, kindness, respect, and care for the objects and materials in the environment
c. Describe the importance of self-control and ways to manage anger	1. Regulates own emotions and behaviors 1a. Manages feelings 12. Demonstrates patience with personal limitations; controls feelings based on how they will affect others
3. Identify ways to prevent injuries at home, in school, and in the community	
a. Define how injuries can occur at home, in school, and in the community	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
b. Identify rules and practices for fire safety	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
c. Demonstrate the ability to understand a safety plan	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
d. Demonstrate safe pedestrian and bicycle behaviors	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®

Physical Education	
Standard 1. Movement Competence and Understanding in Physical Education	
1. Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports	
a. Demonstrate changes of pathways, levels, forces, and direction with manipulatives such as hoops, streamers, and balls	4. Demonstrates traveling skills 12. Coordinates multiple complex movements while traveling
b. Combine locomotor movements in time to music	4. Demonstrates traveling skills 12. Coordinates multiple complex movements while traveling
c. Dribble in soccer or basketball while changing speed and direction	4. Demonstrates traveling skills 12. Coordinates multiple complex movements while traveling
d. Demonstrate throwing, catching, striking, or trapping in an activity	4. Demonstrates traveling skills 12. Coordinates multiple complex movements while traveling
e. Demonstrate skills of chasing, fleeing, and dodging to avoid others	4. Demonstrates traveling skills 12. Coordinates multiple complex movements while traveling
2. Perform movements that engage the brain to facilitate learning	
a. Describe, create, and demonstrate movements that require crossing the mid-line	4. Demonstrates traveling skills 12. Coordinates multiple complex movements while traveling
b. Perform successfully a variety of jump-rope skills using both short and long ropes, and jump to various tempos	5. Demonstrates balancing skills 14. Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed
c. Combine jumping, tossing, dribbling, or catching to music or rhythmic beat	6. Demonstrates gross-motor manipulative skills 12. Manipulates balls or similar objects with accuracy, fluidity, and control
d. Perform a basic tinkling step to 3/4 time (close, tap, and tap)	35. Explores dance and movement concepts
e. Balance demonstrating momentary stillness in symmetrical and nonsymmetrical shapes on a variety of body parts	5. Demonstrates balancing skills 14. Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed
f. Perform forward and backward rolls with variation	5. Demonstrates balancing skills 14. Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed

g. Combine two or more rotational skills	5. Demonstrates balancing skills 14. Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed
Standard 2. Physical and Personal Wellness in Physical Education	
1. Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing	
a. Explain why the body perspires, the heart beats faster and breathing increases when participating in moderate to vigorous physical activity	29. Demonstrates knowledge about self
b. Recognize that the body will adapt to increased workloads	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
c. Describe the relationship among the heart, lungs, muscles, blood, and oxygen during physical activity	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
d. Identify several moderate to vigorous physical activities that provide personal pleasure	29. Demonstrates knowledge about self
e. Identify all activities that children participate in on a regular basis (formal or informal)	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
f. Locate heart rate on at least two different pulse points on the body	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
g. Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
h. Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activity	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
i. Explain how the intensity and duration of exercise as well as nutritional choices affect fuel use during physical activity	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
2. Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues	
a. Identify the location of the lungs and heart	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
b. Identify muscles and fat	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
c. Locate the heart, and feel it beat after moderate to vigorous exercise	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]
d. Compare heart rate before, during, and after exercise, and explain that increasing the heart rate during physical activity strengthens the heart muscles	Not specifically addressed in <i>Teaching Strategies GOLD</i> [®]

e. Identify physical activities that cause the heart to beat faster	Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
Standard 3. Emotional and Social Wellness in Physical Education	
1. Demonstrate positive social behaviors during class	
a. Identify the positive behaviors of self and others	29. Demonstrates knowledge of self
b. Congratulate partners, opponents, or team upon conclusion of game or activity	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 12. Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response
c. Accept and give constructive feedback to peers	2. Establishes and sustains positive relationships 2c. Interacts with peers 12. Fluidly alternates between the roles of leader and follower in order to sustain play
d. Follow directions, activity-specific rules, procedures, and etiquette with few reminders	2. Establishes and sustains positive relationships 2c. Interacts with peers 10. Works with a group toward a shared goal; participates in group games with rules
e. Encourage others regularly, and refrain from put-down statements	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 12. Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response
f. Ask a partner to participate in a physical activity	2. Establishes and sustains positive relationships 2c. Interacts with peers 10. Works with a group toward a shared goal; participates in group games with rules
g. Congratulate friends for a well-executed movement	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 12. Uses situational context and past experiences when interpreting another’s feelings; gauges reactions of others to determine response

Dance	
Kindergarten	
Standard 1. Movement, Technique, and Performance	
1. Demonstrate simple phrases of movement in time and space	
a. Move the body safely in time and space	35. Explores dance and movement concepts
b. Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide, and skip	35. Explores dance and movement concepts
c. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping)	35. Explores dance and movement concepts
d. Practice shapes in space alone and in groups using high, middle, and low levels; and travel forwards, backwards, sideways, diagonally – and turn	35. Explores dance and movement concepts
e. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships	35. Explores dance and movement concepts
f. Perform simple folk dances	35. Explores dance and movement concepts
g. Identify simple movement notation symbols	35. Explores dance and movement concepts
2. Move with intent to music and other stimuli	
a. Improvise in silence to varying rhythms and to music in many tones and genres	35. Explores dance and movement concepts
b. Improvise to express a feeling or mood	35. Explores dance and movement concepts
c. Improvise in response to shapes, colors, and words	35. Explores dance and movement concepts
d. Imitate movement from nature such as animals, trees, and clouds	35. Explores dance and movement concepts
e. Improvise with objects such as scarves, feathers, and balls	35. Explores dance and movement concepts
f. Improvise with a partner	35. Explores dance and movement concepts
Standard 2. Create, Compose and Choreograph	
1. Improvise movement to music and other stimuli	
a. Explore movement qualities and emphasize the difference between percussive and smooth	35. Explores dance and movement concepts
b. Explore body part movement in isolation and in various combinations	35. Explores dance and movement concepts

c. Improvise in silence, sounds (drums, tambourines, and claps), varying rhythms, and music in many tones and genres	34. Explores musical concepts and expression
d. Improvise to express a feeling or mood	35. Explores dance and movement concepts
e. Improvise in response to shapes, colors, and words	35. Explores dance and movement concepts
f. Improvise movement from nature such as animals, trees, and clouds	35. Explores dance and movement concepts
g. Improvise with objects such as scarves, feathers, balls, beanbags, and ribbons	35. Explores dance and movement concepts
h. Improvise alone, with a partner, and in a group	35. Explores dance and movement concepts
i. Mirror movement and expression with a partner	35. Explores dance and movement concepts
j. Respond in movement to a variety of stimuli, including everyday sounds, musical instruments, and action words	35. Explores dance and movement concepts
k. Explore imagery that translates into body movement in time and space with energy, or in relationships	35. Explores dance and movement concepts
2. Translate simple ideas and stories into movement phrases alone and with a partner	
a. Explore and experiment with movement that expresses different feelings in personal and general space	35. Explores dance and movement concepts
b. Create a “one-part” movement phrase (beginning, middle, and end) with a partner to convey simple concepts such as cooperation and working together	35. Explores dance and movement concepts
c. Use movement to show an expression to share with others	35. Explores dance and movement concepts
d. Use repetition to create simple movement phrases during an instructor-directed exercise	35. Explores dance and movement concepts
e. Learn to transpose movement to different body parts	35. Explores dance and movement concepts
f. Use sensory stimuli and real-life situations as an impetus for moving and creating original work	35. Explores dance and movement concepts

Standard 3. Historical and Cultural Context	
1. Perform simple social dances that communicate an idea	
a. Dance cooperatively with others	35. Explores dance and movement concepts
b. Recognize that social dances are designed in circles, lines, and free formations	35. Explores dance and movement concepts
c. Recognize the movements in performance of historical, cultural, social, sacred, and theatrical dances	35. Explores dance and movement concepts
Standard 4 Reflect, Connect, and Respond	
1. Observe different dance styles, and describe one movement you remember	
a. Describe in writing or with a drawing the movement and mood of a particular dance work	35. Explores dance and movement concepts
b. Describe a favorite movement from a dance	35. Explores dance and movement concepts
c. Enjoy participating in and observing a variety of dance styles	35. Explores dance and movement concepts
d. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement	35. Explores dance and movement concepts
e. Describe the performer's use of space in a favorite movement from a dance	35. Explores dance and movement concepts
2. Demonstrate appropriate etiquette at a dance performance	
a. View and respond to a performance in a positive manner	35. Explores dance and movement concepts
b. Describe a favorite movement to the dance performer using basic vocabulary	35. Explores dance and movement concepts
c. Discuss and critique short dance works that relate to the topics being studied in dance class	35. Explores dance and movement concepts

Dance	
First Grade	
Standard 1. Movement, Technique, and Performance	
1. Perform movement phrases alone and with others	
a. Demonstrate control, coordination, balance, and elevation in the basic actions of travel, gesture, bend, turn, jump, stillness, and transference of weight	35. Explores dance and movement concepts
b. Perform movement sequences alone and with others (leading-following, copying-mirroring, unison-canon, and meeting-parting); and use traveling patterns in space and time	35. Explores dance and movement concepts
c. Demonstrate good posture and basic joint actions	35. Explores dance and movement concepts
d. Demonstrate focus and concentration while moving	35. Explores dance and movement concepts
e. Develop a one-part movement phrase with a beginning, middle, and an end	35. Explores dance and movement concepts
f. Demonstrate a basic sense of rhythm in performance	35. Explores dance and movement concepts
2. Demonstrate the elements of dance (space, time, and energy) in	
a. Differentiate among and demonstrate movement qualities such as soft and hard, strong and light, and smooth and percussive	35. Explores dance and movement concepts
b. Explore pushing and pulling space	35. Explores dance and movement concepts
c. Equate qualities of movements with feelings and moods	35. Explores dance and movement concepts
d. Perform short movement phrases incorporating the elements of dance (space, time, and energy)	35. Explores dance and movement concepts
e. Perform with variations in qualities of movements to music in many tones and tempos	35. Explores dance and movement concepts
f. Respond to basic notation icons	35. Explores dance and movement concepts

Standard 2. Create, Compose and Choreograph	
1. Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources	
a. Create a simple movement phrase that has a beginning, middle, and an end during instructor-lead exercise	35. Explores dance and movement concepts
b. Experiment with tempo and timing changes. Walk and move on a beat in various ways such as moving for four beats and stopping for seven beats	35. Explores dance and movement concepts
c. Create shapes that relate to nature or an idea, and develop them into a simple phrase of movement, learning to compose a “one-part” phrase (beginning, middle, and end)	35. Explores dance and movement concepts
d. Create a short movement phrase to express feelings	35. Explores dance and movement concepts
e. Use movement symbols to create a movement phrase during instructor-lead exercise	35. Explores dance and movement concepts
2. Create a solo dance with changes in space or timing to reflect different feelings	
1. Use action words, everyday sounds, and musical instruments to create movements	35. Explores dance and movement concepts
2. Learn to improvise within a structure	35. Explores dance and movement concepts
3. Explore and learn the concept of variety by using the dance elements (space, time and energy), and incorporate changes of level, space, body part, direction, shaping, and timing to create a phrase of movement	35. Explores dance and movement concepts
4. Choose movements that feel right and can define the moment	35. Explores dance and movement concepts
5. Select and organize movements to create a “one-part” phrase (beginning, middle, and end) that promotes the theme or idea	35. Explores dance and movement concepts
6. Use repetition to create simple movement phrases	35. Explores dance and movement concepts
Standard: 3. Historical and Cultural Context	
1. Perform simple dances from various cultures Explore and perform dance styles from various cultures and times	
a. Demonstrate basic formations or pathways in selected social dances	35. Explores dance and movement concepts
b. Learn the origins of the dances studied	35. Explores dance and movement concepts
c. Recognize that different social dances use different kinds of costumes, masks, and headpieces	35. Explores dance and movement concepts

2. All cultures around the world have unique dances	
a. Recognize that dance is found in all countries in the world	35. Explores dance and movement concepts
b. Dance to folk dance music with various tempi	35. Explores dance and movement concepts
c. Discover how music inspires and influences dance	35. Explores dance and movement concepts
Standard: 4. Reflect, Connect, and Respond	
1. Respond to different dance styles using basic stylistic vocabulary	
a. Observe a dance, and tell the story	35. Explores dance and movement concepts
b. Describe the movements and gestures that stand out in a particular dance work because they tell the story	35. Explores dance and movement concepts
c. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement in the dance	35. Explores dance and movement concepts
2. Display, discuss, and demonstrate appropriate etiquette at a dance performance	
a. Observe a dance and show interest	35. Explores dance and movement concepts
b. Describe favorite movements	35. Explores dance and movement concepts
c. Discuss reactions to a dance	35. Explores dance and movement concepts
d. Learn to use appropriate dance elements vocabulary to describe a dance movement	35. Explores dance and movement concepts
e. Use language of dance symbols or other types of symbols to describe a dance movement	35. Explores dance and movement concepts
f. Describe the performer's use of space in a dance movement	35. Explores dance and movement concepts
g. Describe how the selected accompaniment fits the mood and idea of a dance	35. Explores dance and movement concepts

Dance	
Second Grade	
Standard 1. Movement, Technique, and Performance	
1. Perform simple dance studies	
a. Perform a one-part movement phrase	35. Explores dance and movement concepts
b. Utilize movement vocabulary using stimuli for creative dance	35. Explores dance and movement concepts
c. Perform a simple dance using the elements of dance (space, time, and energy)	35. Explores dance and movement concepts
d. Perform simple dances with a sense of rhythm in small groups	35. Explores dance and movement concepts
e. Use simple, iconic movement notation to describe a dance study	35. Explores dance and movement concepts
2. Explore moods and feelings in performance	
a. Perform movement phrases in response to a variety of rhythms and changes in moods	35. Explores dance and movement concepts
b. Perform a simple movement phrase, and notate it using shapes, colors, and symbols	35. Explores dance and movement concepts
c. Study everyday postures and gestures in the global community to identify-how movement communicates meaning and emotions	35. Explores dance and movement concepts
d. Learn to move in ways that encourage a healthy body	35. Explores dance and movement concepts
e. Perform a simple dance sequence from memory for an audience	35. Explores dance and movement concepts
Standard: 2. Create, Compose and Choreograph	
a. Improvise a movement phrase alone and with a partner, and select a movement starting point	35. Explores dance and movement concepts
b. Select movement for the phrase that has meaning and relevance to the idea or stimuli	35. Explores dance and movement concepts

c. Observe and refine a movement phrase utilizing knowledge of the dance elements (space, time and energy), and incorporate contrast, variety, climax, and relationships	35. Explores dance and movement concepts
d. Develop a sense of sequence	35. Explores dance and movement concepts
e. Translate basic written word compositions into movement	35. Explores dance and movement concepts
f. Reflect upon one’s own work, and make suggestions for improvement	35. Explores dance and movement concepts
2. Create expressive movement to music and other stimuli	
a. Choose stimuli such as auditory, visual, ideational, tactile, or kinesthetic for dance	35. Explores dance and movement concepts
b. Select movement for the phrase that has meaning and relevance to the idea or stimuli	35. Explores dance and movement concepts
c. Observe and refine a movement phrase, and create the motif	35. Explores dance and movement concepts
d. Develop “two-part” (AB) dances alone or with a partner, and use contrast to display variation and color (an ending) in the movements	35. Explores dance and movement concepts
e. Use movement symbols to re-create movement phrases	35. Explores dance and movement concepts
f. Improve compositional and practical skills through the assessment of self and peers	35. Explores dance and movement concepts
g. Use words and letters as inspiration for movement	35. Explores dance and movement concepts
Standard: 3. Historical and Cultural Context	
1. Social dances rely on unique costumes and music to express intent	
a. Perform selected social dances	35. Explores dance and movement concepts
b. Discuss the origins of the dance studied	35. Explores dance and movement concepts
c. Recognize how social dances are designed rhythmically	35. Explores dance and movement concepts
d. Discuss the significance of costumes, masks, and headpieces in selected social dances	35. Explores dance and movement concepts

2. Dance is part of every society and community	
a. Understand that different cultures have unique styles of dance based on their cultural influences	35. Explores dance and movement concepts
b. Compare and contrast the difference between dances of the past and dances of the present	35. Explores dance and movement concepts
c. Understand dance as performance-based, social, and ritual	35. Explores dance and movement concepts
d. Recognize the contributions of present-day professional choreographers and dancers	35. Explores dance and movement concepts
Standard: 4. Reflect, Connect, and Respond	
1. Compare and contrast different dance styles and world dance forms	
a. Understand the meaning in a movement	35. Explores dance and movement concepts
b. View and examine dance works for their design	35. Explores dance and movement concepts
c. Describe a performer’s use of space	35. Explores dance and movement concepts
d. Recognize dances that maintain order and structure	35. Explores dance and movement concepts
e. Identify the use of energy in a particular dance	35. Explores dance and movement concepts
f. Understand time as a design element	35. Explores dance and movement concepts
g. Describe the timing or changes in timing of an observed dance	35. Explores dance and movement concepts
2. Describe the feeling that is communicated through various dances	
a. Observe a dance, and show interest and self-discipline	35. Explores dance and movement concepts
b. Observe and describe feelings, steps, and movements in a dance	35. Explores dance and movement concepts

Dance	
Third Grade	
Standard 1. Movement, Technique, and Performance	
1. Perform dance studies with accuracy	
a. Demonstrate the articulated use of the dance elements in dance studies	35. Explores dance and movement concepts
b. Perform dance studies using form (AB, canon, ABA, theme, and variation)	35. Explores dance and movement concepts
c. Refine the articulation of the body	35. Explores dance and movement concepts
d. Dance in time with the music	35. Explores dance and movement concepts
e. Notate a short dance phrase using movement notation	35. Explores dance and movement concepts
2. Move with intent while developing technique	
a. Identify by name the major bones and muscles in movement, including the spine, pelvis, knees, feet, and abdominals	35. Explores dance and movement concepts
b. Participate in simple warm-ups and stretching before and after dancing	35. Explores dance and movement concepts
c. Demonstrate basic control and flexibility in practice and performance	35. Explores dance and movement concepts
d. Articulate the importance of posture and facial expression when communicating an idea in performance	35. Explores dance and movement concepts
e. Demonstrate coordinated movements incorporating head, shoulders, arms, and legs	35. Explores dance and movement concepts

Standard: 2. Create, Compose and Choreograph	
1. Design a group dance study using the elements of dance (space, time, and energy)	
a. Identify how body positions such as upright, off-center, and curved can communicate feelings and ideas	35. Explores dance and movement concepts
b. Respond to a variety of motivational stimuli in movement to communicate ideas in solo, duet, and group formations	35. Explores dance and movement concepts
c. Use the dance elements to solve a movement problem	35. Explores dance and movement concepts
d. Experiment with elements of composition	35. Explores dance and movement concepts
2. Create a short dance using compositional principles (form/structure and design)	
a. Improvise phrases that express feeling, moods, and ideas inspired by stimuli, including animals, nature sounds, action words, rhythms, objects, and silence	35. Explores dance and movement concepts
b. Use repetition and variation with space, time, and energy	35. Explores dance and movement concepts
c. Select phrases and link them in order to compose a short dance	35. Explores dance and movement concepts
Standard: 3. Historical and Cultural Context	
a. Perform dances from different cultures, and compare them based on the elements of dance (space, time, and energy)	35. Explores dance and movement concepts
b. Learn the cultural and geographical origins of selected cultural dances	35. Explores dance and movement concepts
c. Learn vocabularies of selected cultural dances	35. Explores dance and movement concepts
d. Recognize how social dances are designed using a variety of formations and spatial groupings	35. Explores dance and movement concepts
e. Define distinguishing characteristics such as basic postures, footwork, and gestures from different dance forms	35. Explores dance and movement concepts
2. Recognize styles in major dance works	
a. Recognize examples of modern dance	35. Explores dance and movement concepts
b. Execute basic jazz moves and tap steps, and trace the origins to African dance	35. Explores dance and movement concepts
c. Compare and contrast popular dance with concert dance	35. Explores dance and movement concepts

d. Recognize dance as performance-based, social, and ritual	35. Explores dance and movement concepts
e. Recognize dance's relationship to theater, music, and art	35. Explores dance and movement concepts
f. Understand the artistic role of dancers and choreographers in today's society	35. Explores dance and movement concepts
Standard: 4. Reflect, Connect, and Respond	
1. Research the life and work of a well-known choreographer	
a. Learn a short phrase taken from a choreographer's work	35. Explores dance and movement concepts
b. Describe dances using style-specific vocabulary	35. Explores dance and movement concepts
c. Compare and contrast works by different choreographers	35. Explores dance and movement concepts
2. Describe the use of dance elements in choreography	
a. Identify the dance elements (space, time and energy)	35. Explores dance and movement concepts
b. Identify the compositional elements	35. Explores dance and movement concepts
c. Describe the effectiveness use of the dance elements	35. Explores dance and movement concepts
d. Describe in written words how the choice of stimuli, costumes, number of dancers, and movements can change the mood and feeling in a dance	35. Explores dance and movement concepts
e. Describe the reason for a dance	35. Explores dance and movement concepts

Music	
Kindergarten	
Standard 1. Expression of Music	
1. Perform independently	
a. Distinguish between speaking and singing voice	34. Explores musical concepts and expression
b. Sing a variety of simple songs and singing games	34. Explores musical concepts and expression
c. Echo and perform simple melodic and rhythmic patterns	34. Explores musical concepts and expression
d. Demonstrate basic performance skills and behaviors	34. Explores musical concepts and expression
2. Respond to music with movement	
a. Move to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form	34. Explores musical concepts and expression
b. Move to music, differentiating between sound and silence	34. Explores musical concepts and expression
Standard 2. Creation of Music	
1. Create music through a variety of experiences	
a. Improvise sound effects and simple songs to stories or poems	34. Explores musical concepts and expression
b. Use movement to demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat	34. Explores musical concepts and expression
2. Identify simple musical patterns	
a. Use icons or invented symbols to represent beat	34. Explores musical concepts and expression

Standard 3. Theory of Music	
1. Comprehension of musical opposites	
a. Use their own vocabulary to describe musical opposites	34. Explores musical concepts and expression
b. Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat	34. Explores musical concepts and expression
2. Comprehension of basic elements of musical form	
a. Aurally identify same/different patterns and phrases	34. Explores musical concepts and expression
b. Use body movement to interpret musical phrases	34. Explores musical concepts and expression
3. Identify different vocal and instrumental tone colors	
a. Identify male/female voices	34. Explores musical concepts and expression
b. Describe vocal and instrumental sounds using personal vocabulary	34. Explores musical concepts and expression
4. Identify simple rhythmic patterns	
a. Move to demonstrate steady beat	34. Explores musical concepts and expression
b. Identify short/long and strong/weak beats	34. Explores musical concepts and expression
c. Use icons or invented symbols to represent beat	34. Explores musical concepts and expression
Standard 4. Aesthetic Valuation of Music	
1. Demonstrate respect for the contributions of others in a musical setting	
a. Describe appropriate audience behavior at a live or recorded musical performance	34. Explores musical concepts and expression
b. Describe musical preferences in their own words and at an appropriate level	34. Explores musical concepts and expression
2. Respond to musical performance at a basic level	
a. Create movements that correspond to specific musical moods and styles	34. Explores musical concepts and expression
b. Identify, listen to, and discuss music written for specific purposes (work song, lullaby, etc.)	34. Explores musical concepts and expression

3. Recognize and discuss music and celebrations in daily life	
a. Explain the use of music in sources such as cartoons, computer games, community, and home events	34. Explores musical concepts and expression
b. Listen and respond to various musical styles (such as marches and lullabies)	34. Explores musical concepts and expression
c. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and general cultural associations	34. Explores musical concepts and expression
d. Use developmentally appropriate movements in responding to music from various genres, styles, and periods (rhythm and melody)	34. Explores musical concepts and expression

Music	
First Grade	
Standard 1. Expression of Music	
1. Expressively perform using simple techniques in groups and independently	
a. Use the head voice to produce a light, clear sound	34. Explores musical concepts and expression
b. Maintain steady beat	34. Explores musical concepts and expression
c. Respond to cues of a conductor for stopping and starting	34. Explores musical concepts and expression
2. Perform basic rhythm and melodic patterns	
a. Perform four-beat patterns that include sol-mi-la or mi-re-do pitches and quarter notes, eighth notes and quarter rests	34. Explores musical concepts and expression
b. Play simple patterns	34. Explores musical concepts and expression
Standard 2. Creation of Music	
1. Demonstrate creation of short, independent musical phrases and sounds alone and with others	
a. Create instrumental and vocal sounds to accompany poems, rhymes, and stories	34. Explores musical concepts and expression
b. Improvise short phrases using the l-s-m or m-r-d tone-set	34. Explores musical concepts and expression
c. Use movement to demonstrate grade-level concepts such as changes in dynamics, AB form, etc.	34. Explores musical concepts and expression
2. Identify musical patterns	
a. Create patterns using known rhythms and pitches	34. Explores musical concepts and expression
b. Use iconic notation within the treble staff	34. Explores musical concepts and expression

Standard 3. Theory of Music	
1. Comprehension of gradual changes in dynamics and tempo	
a. Use vocabulary for getting louder/softer and getting faster/slower	34. Explores musical concepts and expression
b. Demonstrate getting louder/softer and getting faster/slower using movement, voice, and instruments	34. Explores musical concepts and expression
2. Aurally identify simple components of musical forms	
a. Aurally identify phrase	34. Explores musical concepts and expression
b. Aurally and visually identify AB form	34. Explores musical concepts and expression
c. Visually identify staff and repeat signs	34. Explores musical concepts and expression
3. Comprehension of basic vocal and instrumental tone color	
a. Identify pitched and non-pitched classroom instruments using sight and sound	34. Explores musical concepts and expression
b. Identify and demonstrate singing, speaking, whispering, and shouting voices	34. Explores musical concepts and expression
4. Comprehension of basic rhythmic and melodic patterns	
a. Demonstrate steady beat, strong/weak beat, difference between beat, and rhythm	34. Explores musical concepts and expression
b. Aurally recognize and demonstrate going up/going down, and sol-mi-la (or mi-re-do) pitches	34. Explores musical concepts and expression
c. Identify and notate using quarter notes, eighth notes and quarter rests	34. Explores musical concepts and expression
d. Discriminate between same/different rhythmic and melodic patterns	34. Explores musical concepts and expression

Standard 4. Aesthetic Valuation of Music	
1. Demonstrate respect for the contributions of self and others in a musical setting	
a. Participate appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 12. Enters discussions in respectful ways (e.g., says, “Excuse me,” waits and signals for a chance to speak); identifies the difference between formal and informal English 34. Explores musical concepts and expression
b. Reflect on the performance of others	34. Explores musical concepts and expression
c. Demonstrate audience behavior appropriate for the context and style of music performed	34. Explores musical concepts and expression
2. Comprehension of the basic components of music and musical performances at a beginning level	
a. Create movements to music that reflect focused listening	34. Explores musical concepts and expression
b. Describe how ideas or moods are communicated through music	34. Explores musical concepts and expression
3. Identify music as an integral part of everyday life	
a. Identify, discuss, and respond to music written for specific purposes (such as holiday, march, lullaby)	34. Explores musical concepts and expression
b. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural or geographical associations	34. Explores musical concepts and expression
c. Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form)	34. Explores musical concepts and expression

Music	
Second Grade	
Standard 1. Expression of Music	
1. Expressively perform simple songs in a small group or independently	
a. Perform two-part rounds using speech, body percussion, singing, movement, and instruments	34. Explores musical concepts and expression
b. Follow conductor's cues demonstrating dynamic changes, tempo changes, and fermata	34. Explores musical concepts and expression
2. Perform simple rhythmic, melodic, and harmonic patterns	
a. Perform four- and eight-beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and half notes, whole notes, half rests, and whole rests	34. Explores musical concepts and expression
b. Play tonic chord accompaniments in simple keys	34. Explores musical concepts and expression
Standard 2. Creation of Music	
1. Create musical phrases in the firm of simple question-and-answer alone and in small groups	
a. Improvise short instrumental phrases using the l-s-m-r-d tone-set	34. Explores musical concepts and expression
b. Improvise question-and-answer phrases	34. Explores musical concepts and expression
c. Create movements to express pitch, tempo, form and dynamics in music	34. Explores musical concepts and expression
d. Improvise instrumentally and/or vocally over the I chord in simple keys	34. Explores musical concepts and expression
2. Identify rhythmic and melodic notation patterns	
a. Create patterns using learned rhythms on a treble clef staff	34. Explores musical concepts and expression
b. Create patterns using learned pitches in a treble clef staff	34. Explores musical concepts and expression

Standard 3. Theory of Music	
1. Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter, and articulation	
a. Use vocabulary for piano/forte, crescendo/decrescendo, and smooth/connected when describing music	34. Explores musical concepts and expression
b. Demonstrate piano/forte, crescendo/decrescendo, and smooth/connected using movement, voice, and instruments	34. Explores musical concepts and expression
c. Demonstrate accent, duple/triple meter, and fermata using movement, voice, and instruments	34. Explores musical concepts and expression
2. Comprehend beginning notational elements and form in music	
a. Aurally identify ABA form and verse/refrain	34. Explores musical concepts and expression
b. Identify notated examples of bar lines, double bar lines, and measures	34. Explores musical concepts and expression
c. Aurally identify coda	34. Explores musical concepts and expression
3. Comprehension of vocal and instrumental tone colors	
a. Identify vocal sound groupings (high voices, low voices)	34. Explores musical concepts and expression
b. Identify instrumental sound groupings (woodwinds, percussion, strings)	34. Explores musical concepts and expression
4. Comprehension of beginning melodic and rhythmic patterns	
a. Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale)	34. Explores musical concepts and expression
b. Identify and notate, using whole notes, half rests and whole rests	34. Explores musical concepts and expression
c. Visually identify a chord (space-spaces-pace or line-line-line)	34. Explores musical concepts and expression
Standard 4. Aesthetic Valuation of Music	
1. Demonstrate respect for individual, group, and self-contributions in a musical setting	
a. Recognize and demonstrate appropriate audience behavior in a live performance	34. Explores musical concepts and expression
b. Contribute to a group effort by of listening to and discussing music	34. Explores musical concepts and expression
c. Contribute to a group effort by of making music and reflecting on the performance	34. Explores musical concepts and expression
d. Articulate ideas about holding and respecting musical preferences	34. Explores musical concepts and expression

2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement	
a. Use specific music terminology in discussing individual preferences for music	34. Explores musical concepts and expression
b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music	34. Explores musical concepts and expression
c. Identify how musical elements communicate ideas or moods	34. Explores musical concepts and expression
3. Demonstrate increased awareness of music in daily life or special events	
a. Recognize and demonstrate interest in creating, performing, and moving to music	34. Explores musical concepts and expression
b. Recognize and demonstrate interest in listening to several types of music	34. Explores musical concepts and expression
c. Describe music from various cultures in general terms	34. Explores musical concepts and expression
d. Explain their own cultural and social interests in music	34. Explores musical concepts and expression

Music	
Third Grade	
Standard 1. Expression of Music	
1. Perform from memory and use simple traditional notation	
a. Use correct vocal and instrumental techniques when singing and playing instruments	34. Explores musical concepts and expression
b. Recognize and follow conductor's beat patterns and gestures	34. Explores musical concepts and expression
c. Perform expressively for peers in a large or small group setting	34. Explores musical concepts and expression
d. Play and sing simple notated melodies	34. Explores musical concepts and expression
2. Perform extended rhythmic, melodic, and harmonic patterns	
a. Perform more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and sixteenth and dotted half notes	34. Explores musical concepts and expression
b. Perform rhythmic and melodic ostinati in small groups	34. Explores musical concepts and expression
c. Perform a steady beat while contrasting rhythms are being played	
d. Perform I-V accompaniments in simple keys	
Standard 2. Creation of Music	
1. Create short musical phrases and patterns	
a. Improvise four measures within a musical selection	34. Explores musical concepts and expression
b. Create short rhythmic and melodic ostinati in question-and-answer form	34. Explores musical concepts and expression
2. Notate music using basic notation structure	
a. Create phrases using learned rhythms and pitches on a treble clef staff	34. Explores musical concepts and expression
b. Apply teacher-defined criteria to determine accuracy of notation	34. Explores musical concepts and expression

Standard: 3. Theory of Music	
1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary	
a. Apply vocabulary for pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples	34. Explores musical concepts and expression
b. Demonstrate pianissimo/fortissimo, largo/allegro, and legato/staccato using movement, voice, and instruments	34. Explores musical concepts and expression
c. Explain the function of the top number of a time signature involving two, three, and four beats	34. Explores musical concepts and expression
2. Analyze simple notational elements and form in music	
a. Visually identify line and space notes and notate pitches on the treble clef staff	34. Explores musical concepts and expression
b. Aurally identify question-and-answer phrases	34. Explores musical concepts and expression
c. Aurally identify rondo form	34. Explores musical concepts and expression
d. Accurately interpret first and second endings	34. Explores musical concepts and expression
3. Identify vocal and instrumental tone colors	
a. Identify families of instruments visually and aurally	34. Explores musical concepts and expression
b. Differentiate male and female voices in choral settings	34. Explores musical concepts and expression
4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	
a. Identify and demonstrate do, re, mi, sol, la, high do, low sol, and low la pitches (extended pentatonic scale)	34. Explores musical concepts and expression
b. Identify and notate using sixteenth and dotted half notes	34. Explores musical concepts and expression
c. Aurally and visually recognize I-V chords	34. Explores musical concepts and expression

Standard: 4. Aesthetic Valuation of Music	
1. Identify personal preferences for specific music	
a. Use simple terms to describe preferences	34. Explores musical concepts and expression
b. Demonstrate how music communicates meaning of text, feelings, personal preferences, etc.	34. Explores musical concepts and expression
c. Demonstrate respect for the music preferences and opinions of others	34. Explores musical concepts and expression
2. Respond to and make informed judgments about music through participation, performance, and the creative process	
a. Select and use specific criteria in making judgments about the quality of a musical performance	34. Explores musical concepts and expression
b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics	34. Explores musical concepts and expression
c. Describe how specific musical elements communicate particular ideas or moods in music	34. Explores musical concepts and expression
d. Explain the function of a music synthesizer and some of its capabilities	34. Explores musical concepts and expression
3. Articulate music’s significance within an individual musical experience	
a. Explain how music speaks to every person in unique ways	34. Explores musical concepts and expression
b. Develop and articulate an understanding of the aesthetic qualities of music performed or heard	34. Explores musical concepts and expression
c. Identify differences and commonalities in music from various cultures	34. Explores musical concepts and expression
d. Discuss reasons that different kinds of music are important to people	34. Explores musical concepts and expression
e. Explain the purpose of an amplifier, microphone, and speakers and how they work together to reinforce acoustic sounds in music performance	34. Explores musical concepts and expression

Drama and Theatre Arts	
Kindergarten	
Standard 1. Create	
1. Demonstrate characters through dramatic play	
a. Imitate or create people, creatures, or things based on observation using body and facial expression	36. Explores drama through actions and language
b. Use body and movement to create environments	36. Explores drama through actions and language
c. Create dramatizations or scenes that highlight cultural events	36. Explores drama through actions and language
Standard 2. Perform	
1. Express a feeling or emotion through dramatic play or creative drama	
a. Use movement and facial expressions to convey feelings and emotions	36. Explores drama through actions and language
b. Use sounds to express character, feelings, and mood	36. Explores drama through actions and language
c. Demonstrate the ability to follow a simple set of steps in a dramatic task	36. Explores drama through actions and language
2. Dramatize ideas and events through dramatic play	
a. Use body and voice to create characters from various ideas and events	36. Explores drama through actions and language
b. Use body and voice to create environments from various ideas and events	36. Explores drama through actions and language
c. Use body and voice to demonstrate knowledge of holidays and other cultural events	36. Explores drama through actions and language
Standard 3. Critically Respond	
1. Identify elements of theatre in everyday life	
a. Identify characters (peers, family members, and others) in everyday life	36. Explores drama through actions and language
b. Identify costumes (clothes) in everyday life	36. Explores drama through actions and language
c. Identify sets (locations) in everyday life	36. Explores drama through actions and language
d. Use prior knowledge to understand events in dramatizations or performances	36. Explores drama through actions and language

Drama and Theater Arts	
First Grade	
Standard 1. Create	
1. Create characters and environments through dramatic play	
a. Demonstrate individual interpretations of a character's feelings through movement and voice	36. Explores drama through actions and language
b. Respond to verbal prompts to demonstrate feelings such as sad and happy	36. Explores drama through actions and language
c. Create animal and human characters in specific environments through improvisation	36. Explores drama through actions and language
Standard 2. Perform	
1. Retell a short story or scene through dramatic play	
a. Retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement and voice	36. Explores drama through actions and language
b. Identify and demonstrate setting in a scene	36. Explores drama through actions and language
Standard 3. Critically Respond	
1. Identify key aspects of theatre	
a. Describe the difference between theatre and real life	36. Explores drama through actions and language
b. Describe the difference between theatre and other media such as television, movies, and books	36. Explores drama through actions and language
c. Describe the basic elements of a performance such as the stage, audience, performers, and set	36. Explores drama through actions and language
d. Ask questions based on discoveries while performing or viewing a performance	36. Explores drama through actions and language

Drama and Theater Arts	
Second Grade	
Standard 1. Create	
1. Use voice and movement in character development	
a. Demonstrate basic vocal quality such as tone and pace to convey a message	36. Explores drama through actions and language
b. Use developmentally appropriate movement to create a character	36. Explores drama through actions and language
2. Create new dramatic elements from existing works	
a. Create with guidance new outcomes of basic plots	36. Explores drama through actions and language
b. Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story	36. Explores drama through actions and language
Standard 2. Perform	
1. Dramatize short stories	
a. Act out the key elements of a short story	36. Explores drama through actions and language
b. Create character movement needed within a short story	36. Explores drama through actions and language
c. Create environments needed within a short story through body movement	36. Explores drama through actions and language
2. Demonstrate movement based on stage directions	
a. Move respectfully throughout an acting space	36. Explores drama through actions and language
b. Respond appropriately to the language of stage directions and body positions	36. Explores drama through actions and language
c. Demonstrate the ability to differentiate between directed movement and free-form movement	36. Explores drama through actions and language
d. Respond with gestures and movement in a dramatic portrayal	36. Explores drama through actions and language
Standard 3. Critically Respond	
1. Identify basic structures and relationships in a scene	
a. Identify the beginning, middle, and end of theatrical scenes	36. Explores drama through actions and language
b. Identify and describe the character relationships in theatrical scenes	36. Explores drama through actions and language
2. Identify dramatic elements in dramatizations and stories	
a. Identify characters, setting, and plot in scenes performed by others	36. Explores drama through actions and language
b. Identify community and family elements in dramatizations, stories, and plays	36. Explores drama through actions and language

3. Express thoughts about a dramatization or performance	
a. Use appropriate theatre vocabulary to critique a live performance	36. Explores drama through actions and language
b. Express individual feelings about a performance through drawing, writing, and discussing	36. Explores drama through actions and language
c. Articulate the difference between constructive and negative feedback	36. Explores drama through actions and language

Drama and Theater Arts	
Third Grade	
Standard 1. Create	
1. Create characters	
a. Use a variety of vocal tones and breath control to create a character's feelings and mood	36. Explores drama through actions and language
b. Create a variety of human or animal characters through developmentally appropriate physical actions	36. Explores drama through actions and language
2. Create an improvised scene	
a. Develop through improvisation scenes with a defined beginning, middle, and end	36. Explores drama through actions and language
b. Create scenes, puppet plays, or situations with original or literary characters and settings	36. Explores drama through actions and language
3. Create stage environments to establish locale and mood	
a. Create a basic design depicting the difference between a stage environment and real environment	36. Explores drama through actions and language
b. Craft set pieces such as furniture, appliances, or trees that could make up a stage environment	36. Explores drama through actions and language
Standard 2. Perform	
1. Perform a scripted scene	
a. Act in a scripted scene or reader's theatre in front of an audience	36. Explores drama through actions and language
b. Use basic analysis skills to perform a character within a scene	36. Explores drama through actions and language
2. Work effectively alone and cooperatively with a partner or in an ensemble	
a. Accept responsibility, and demonstrate respect for others in dramatic activities	36. Explores drama through actions and language
b. Understand time constraints	36. Explores drama through actions and language
c. Understand stage space and proximity to other actors and set pieces	36. Explores drama through actions and language

Standard 3. Critically Respond	
1. Examine the dynamic relationship among community, culture, and theatre	
a. Identify how communities use theatre	36. Explores drama through actions and language
b. Describe how cultures shape theatrical performances	36. Explores drama through actions and language
c. Read, listen to, and tell stories from a variety of cultures, genres, and styles	36. Explores drama through actions and language
2. Demonstrate appropriate audience etiquette	
a. Describe appropriate audience	36. Explores drama through actions and language
b. Demonstrate appropriate etiquette through the use of body and voice	36. Explores drama through actions and language
3. Use selected criteria to critique what is seen, heard, and understood	
a. Critique a performance or script using pre-developed criteria	36. Explores drama through actions and language
b. Share individual feelings and opinions appropriately	36. Explores drama through actions and language

Visual Arts	
Kindergarten	
Standard 1. Observe and Learn to Comprehend	
1. Artists and viewers recognize characteristics and expressive features within works of art	
a. Recognize characteristics and expressive features of art and design in works of art	33. Explores the visual arts
b. Name sensory qualities using age appropriate art vocabulary	33. Explores the visual arts
c. Use a variety of methods to reproduce basic sensory qualities and expressive features	33. Explores the visual arts
2. Personal feelings are described in and through works of art	
a. Use age appropriate simple art vocabulary to express opinions about works of art	33. Explores the visual arts
b. Tell a story to explain works of art	33. Explores the visual arts
c. Interpret and express works of art through multiple modalities	33. Explores the visual arts
Standard 2. Envision and Critique to Reflect	
1. Identify that art represents and tells the stories of people, places, or things	
a. Recognize and discuss the concept of culture in art as it relates to self, family and community	33. Explores the visual arts
b. Articulate personal stories from works of art	33. Explores the visual arts
c. Create visual narratives	33. Explores the visual arts

2. Artists interpret connections to the stories told in and by works of art	
a. Express how works of art are similar and different	33. Explores the visual arts
b. Articulate personal opinions about works of art	33. Explores the visual arts
c. Formulate age appropriate questions about works of art	33. Explores the visual arts
d. Articulate how works of art communicate ideas	33. Explores the visual arts
Standard 3. Invent and Discover to Create	
1. Create two- and three-dimensional works of art based on personal relevance	
a. Use trial and error and reorganize materials and processes to create works of art	33. Explores the visual arts
b. Make plans to create works of art	33. Explores the visual arts
c. Explain the outcomes of the art-making process	33. Explores the visual arts
d. Use materials safely	33. Explores the visual arts
Standard 4. Relate and Connect to Transfer	
1. Artists and viewers contribute and connect to their communities	
a. Identify the activities in which artists participate in everyday life	33. Explores the visual arts
b. Locate where art is displayed in schools and homes	33. Explores the visual arts
c. Role-play an artist’s place in a community	33. Explores the visual arts
d. Recognize ways art is captured in everyday life	33. Explores the visual arts

Visual Arts	
First Grade	
Standard 1. Observe and Learn to Comprehend	
1. Works of art express feelings	
a. Provide explanations for how works of art provoke specific feelings	33. Explores the visual arts
b. Identify personal feelings motivated by works of art using grade appropriate language and concepts	33. Explores the visual arts
c. Locate and discuss the characteristics and expressive features of art and design in a work of art that initiate specific feelings and/or emotions	33. Explores the visual arts
2. Art represents and renders the stories of people, places, or things	
a. Connect the stories in works of art to the cultures they represent	33. Explores the visual arts
b. Retell a story from a work of art in a different modality such as singing, dancing, acting, drawing, painting, or acting	33. Explores the visual arts
c. Respectfully discuss cultural and ethnic influences in works of art	33. Explores the visual arts
Standard 2. Envision and Critique to Reflect	
1. Visual arts provide opportunities to respond to personal works of art and the art of others	
a. Discuss the personal stories portrayed in a work of art	33. Explores the visual arts
b. Express the ways art provokes feeling	33. Explores the visual arts
c. Imitate stories portrayed in a work of art through multiple modalities	33. Explores the visual arts
Standard 3. Invent and Discover to Create	
1. Create art to communicate ideas, feelings, or emotions	
a. Use art media and processes to express, ideas, feelings, and emotions	33. Explores the visual arts
b. Create an age appropriate plan to inform the art-making process	33. Explores the visual arts
c. Use various modalities to express feeling, ideas, and emotions	33. Explores the visual arts
d. Explain choices made in the art-making process	33. Explores the visual arts
e. Identify and discuss ways to express ideas in creating works of art	33. Explores the visual arts

Standard 4. Relate and Connect to Transfer	
1. Visual arts relate experiences to self, family, and friends	
a. Provide an initial response when exposed to an unknown work using vocabulary relevant to self, family, and friends	33. Explores the visual arts
b. Describe a personal story based on a work of art using multiple modalities	33. Explores the visual arts

Visual Arts	
Second Grade	
Standard 1. Observe and Learn to Comprehend	
1. Artists make choices that communicate ideas in works of art	
a. Express an idea in multiple ways	33. Explores the visual arts
b. Identify and compare ideas and artistic choices found in a work of art	33. Explores the visual arts
c. Make artistic choices to communicate ideas	33. Explores the visual arts
2. Characteristics and expressive features of art and design are used to identify and discuss works of art	
a. Recognize and describe the differences between characteristics and expressive features of art and design using age appropriate art vocabulary	33. Explores the visual arts
b. Describe variations of sensory qualities using age appropriate art vocabulary	33. Explores the visual arts
c. Use correct art vocabulary when talking about art	33. Explores the visual arts
Standard 2. Envision and Critique to Reflect	
1. Visual arts use various literacies to convey intended meaning	
a. Identify, distinguish and interpret the basic characteristics of art	33. Explores the visual arts
b. Generate and discuss personal interpretations about works of art based on observation	33. Explores the visual arts
a. Recognize and respect cultural differences in works of art	33. Explores the visual arts
Standard 3. Invent and Discover to Create	
1. Use familiar symbols to identify and demonstrate characteristics and expressive features of art and design	
a. Create works of art using familiar and commercial symbols such as hearts, suns, and logos	33. Explores the visual arts
b. Create presentation-ready works of art	33. Explores the visual arts
c. Choose appropriate materials to make art	33. Explores the visual arts
d. Create works of art using various modalities	33. Explores the visual arts

Standard 4. Relate and Connect to Transfer	
1. Visual arts respond to human experience by relating art to the community	
a. Communicate observational responses to works of art from a variety of social, emotional, and historical contexts	33. Explores the visual arts
b. Discuss and describe personal artistic experiences	33. Explores the visual arts
c. Discuss community-based and public art	33. Explores the visual arts

Visual Arts	
Third Grade	
Standard 1. Observe and Learn to Comprehend	
1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent	
a. Articulate commonalities seen in visual information	33. Explores the visual arts
b. Identify patterns seen in visual information	33. Explores the visual arts
c. Identify real-life depictions found in visual information	33. Explores the visual arts
2. Art has intent and purpose	
a. Learn to "read" a work of art	33. Explores the visual arts
b. Hypothesize and discuss artist intent and mood.	33. Explores the visual arts
c. Discuss how art and design impact the man-made environment	33. Explores the visual arts
d. Use multi-sensory information to construct visual narratives	33. Explores the visual arts
Standard 2. Envision and Critique to Reflect	
1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others	
a. Describe common characteristics and expressive features of art and design in familiar works of art	33. Explores the visual arts
b. Interpret works of art using age appropriate descriptive vocabulary	33. Explores the visual arts
c. Compare and contrast a work of art and a design product	33. Explores the visual arts
2. Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design	
a. Demonstrate and apply critique of personal work and the work of others in a positive way	33. Explores the visual arts
b. Explain how individuals can have different opinions about works of art	33. Explores the visual arts

Standard 3. Invent and Discover to Create	
1. Use basic media to express ideas through the art-making process	
a. Demonstrate with art media the use of basic characteristics and expressive features in art and design	33. Explores the visual arts
b. Communicate an idea visually	33. Explores the visual arts
c. Make works of art based on a familiar idea	33. Explores the visual arts
2. Demonstrate basic studio skills	
a. Demonstrate the ability to experiment with traditional and contemporary media and technologies	33. Explores the visual arts
b. Create two- and three-dimensional works individually and collaboratively	33. Explores the visual arts
c. Select tools and materials as directed for a given project or purpose	33. Explores the visual arts
Standard 4. Relate and Connect to Transfer	
1. Works of art connect to individual ideas to make meaning	
a. Identify societal ideas found in art such as attire worn in different periods, and purpose of everyday objects and activities	33. Explores the visual arts
b. Articulate the connection between personal emotional responses and ideas that are communicated in works of art	33. Explores the visual arts
c. Develop a list of community cultural arts resources	33. Explores the visual arts
2. Historical and cultural ideas are evident in works of art	
a. Use the characteristics and expressive features of art and design to discuss historical ideas	33. Explores the visual arts
b. Relate personal experiences to familiar historical and cultural events	33. Explores the visual arts
c. Recognize and respect differences in familiar cultural styles, genres, and contexts	33. Explores the visual arts