

**READING****Phonemic Awareness, Word Recognition and Fluency**

- B 8.** Demonstrate a growing stock of sight words.
- B 9.** Read text using fluid and automatic decoding skills.
- B 10.** Read passages fluently with appropriate changes in voice, timing and expression.

**Acquisition of Vocabulary**

- C 7.** Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).
- D 5.** Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and here)
- E 9.** Determine the meaning of unknown words using a beginner's dictionary.

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

- A 2.** Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
- B 4.** Make predictions while reading and support predictions with information from the text or prior experience.
- C 6.** Recall the important ideas in fictional and non-fictional texts.
- D 5.** Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
- E 8.** Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- F 11.** Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task.)

**Reading Applications: Literary Text**

- C 5.** Recognize predictable patterns in stories and poems.

**Reading Applications: Informational, Technical and Persuasive Text**

- A 1.** Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational text.
- E 5.** Follow multiple-step directions

**WRITING****Writing Conventions**

- A 1.** Print legibly, and space letters, words and sentences appropriately.
- B 2.** Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).
- B 3.** Spell high-frequency words correctly
- B 4.** Create phonetically-spelled written work that can usually be read by the writer and others.
- B 5.** Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.
- C 6.** Use end punctuation correctly, including question marks, exclamation points and periods
- C 7.** Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).
- D 8.** Use nouns, verbs and adjectives (descriptive words).

**Writing Processes**

- A 1.** Generate writing ideas through discussions with others.
- A 2.** Develop a main idea (topic) for writing.
- B 3.** Determine purpose and audience.
- C 4.** Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- D 5.** Organize writing to include a beginning, middle and end.
- D 7.** Mimic language from literature when appropriate.
- D 9.** Reread own writing for clarity.
- D 10.** Add descriptive words and details.
- D 11.** Use resources (e.g., a word wall, beginner's dictionary, word bank) to select effective vocabulary.
- E 6.** Construct complete sentences with subjects and verbs.
- E 12.** Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
- F 13.** Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.
- G 8.** Use available technology to compose text.
- G 14.** Rewrite and illustrate writing samples for display and for sharing with others

**Writing Applications**

- A 1.** Write simple stories with a beginning, middle and end that include descriptive words and details.
- B 2.** Write responses to stories that include simple judgments about the text.
- C 3.** Write friendly letters or invitations that follow a simple letter format.
- C 4.** Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

**Research**

- A 1** Discuss ideas for investigation about a topic or area of personal interest.
- A 2.** Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources.
- A3.** Use books or observations to gather information to explain a topic or unit of study with teacher assistance.
- B4.** Recall information about a topic with teacher assistance.
- B5.** Report information to others.

**Communications: Oral and Visual**

- A 1** Use active listening skills, such as making eye contact or asking questions.
- B2.** Compare what is heard with prior knowledge and experience.
- C 3.** Follow simple oral directions.
- D 4.** Speak clearly and understandably.
- E 5.** Deliver brief informal presentations that:
  - a.** Demonstrate an understanding of the topic.
  - b.** Include and sort relevant information and details to develop topic
  - c.** Organize information in a clear beginning middle and end
  - d.** Express opinions.
- E 6.** Deliver brief informal descriptive presentations recalling an event of personal experience that convey relevant information and descriptive details.
- E 7.** Deliver simple dramatic presentations( e.g. recite poems, rhymes, songs and stories

**MATH****Number, Number Sense and Operations**

- A 5.** Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example: c. recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.
- B 4.** Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100. (Backward)
- C 9.** Represent commonly used fractions using words and physical models for halves, thirds and fourths, recognizing fractions are represented by equal size parts of a whole and of a set of objects.
- F 4.** Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100. (BACKWARD)
- J 14.** Model and represent division as sharing equally in contextual situations; e.g., sharing cookies.
- K 16.** Develop strategies for basic addition facts, such as:
  - e.** doubles plus or minus one.
- K 17.** Develop strategies for basic subtraction facts, such as:
  - a.**relating to addition (for example, think of  $7 - 3 = ?$  as "3 plus ? equals 7")
  - e.**missing addends
- L 17.** Develop strategies for basic subtraction facts, such as:
  - a.**relating to addition (for example, think of  $7 - 3 = ?$  as "3 plus ? equals 7");
  - e.** missing addends

### Measurement

- A 1.** Recognize and explain the need for fixed units and tools for measuring length and weight; i.e., rulers and balance scales.
- D 4.** Estimate and measure weight using non-standard units; e.g., blocks of uniform size.
- D 5.** Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches and feet.

### Geometry and Spatial Sense

- C 1.** Identify, compare, and sort two dimensional shapes; i.e., square, circle, ellipse, triangle, rectangle, rhombus, trapezoid, parallelogram, pentagon, and hexagon. For example:
  - a.** Recognize and identify triangles and rhombuses independent of position, shape or size.

### Patterns, Functions, and Algebra

- B 2.** Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example:
  - a.** Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,...
- C 3.** Describe orally the basic unit or general plan of a repeating or growing pattern.
- E 4.** Solve open sentences by representing an expression in more than one way using the cumulative property; e.g.,  $4 + 5 = 5 + 4$  or the number of blue balls plus red balls is the same as the number of red balls plus blue balls ( $R+B=B+R$ ).

### Data Analysis and Probability

- C4.** Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.

## SOCIAL STUDIES

### Social Studies Skills and Methods

- A 1.** Obtain information about a topic using a variety of oral and visual sources.
- B 2.** Sequence information
- B 3.** Determine categories for sorting information.
- B 4.** Identify main ideas from oral, visual and print sources.
- C 5.** Communicate information orally or visually.
- D 6.** Display courtesy and respect for others in group settings including:
  - a.** Staying on the topic; Focusing attention on the speaker.

### History

- A 1.** Recite the months of the year.
- B 2.** Place events from one's own life in chronological order.
- B 3.** Distinguish among past, present and future.

### Government

- A 1.** Recognize the role of authority figures in providing for the safety and security of individuals.
- A 2.** Explain how voting can be used to make group decisions
- C 4.** Recognize the need for rules in different settings and the need for fairness in such rules.
- C 5.** Discuss the consequences of violating rules.

### Geography

- A 1.** Identify and correctly use terms related to location, direction and distance including:
  - a.** Left/Right;
  - b.** Near/Far.
- A 2.** Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).
- A 3.** Identify and use symbols to locate places of significance on maps and globes.
- A 4.** Locate the local community, state and the United States on maps or globes.
- B 5.** Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.

### Economics

- A 1.** Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.
- B 2.** Describe the ways people produce, consume and exchange goods and services in their community.
- C 3.** Explain ways that people may obtain goods and services that they do not produce including the use of money and barter

### Citizenship Rights and Responsibilities

- A 1.** Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.
- B 2.** Demonstrate self-direction in school tasks.
- B 3.** Demonstrate accountability for actions.
- B 4.** Demonstrate pride in personal accomplishments.
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## SCIENCE

### Scientific Ways of Knowing

- A 1.** Discover that when a science investigation is done the same way multiple times, one can expect to get very similar results each time it is performed.
- A 2.** Demonstrate good explanations based on evidence from investigations and observations.
- C 3.** Explain that everybody can do science, invent things and have scientific ideas no matter where they live.

### Scientific Inquiry

- A 1.** Ask "what happens when" questions.
- A 2.** Explore and pursue student-generated "what happens when" questions.

### Science and Technology

- B 2.** Explain that when trying to build something or get something to work better, it helps to follow directions and ask someone who has done it before.
- B 8.** Investigate that when parts are put together they can do things that they could not do by themselves (e.g., blocks, gears and wheels).

### Life Sciences

- A 1.** Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.
- A 4.** Investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.
- B 2.** Explain that food comes from sources other than grocery stores (e.g., farm crops, farm animals, oceans, lakes and forests).
- B 3.** Explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (e.g., sharp teeth, flat teeth, good nose and sharp vision).

### Earth and Space Sciences

- C.** Observe, describe and measure changes in weather, both long term and short term.
- D 1.** Identify that resources are things that we get from the living (e.g., forests) and nonliving (e.g., minerals, water) environment and that resources are necessary to meet the needs and wants of a population.
- D 2.** Explain that the supply of many resources is limited but the supply can be extended through careful use, decreased use, reusing and/or recycling.