

1 ENGLISH LANGUAGE ARTS	1 MATH	1 SCIENCE	1 SOCIAL STUDIES
<p><u>Reading Standards for Literature</u> Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a story. 2. With prompting and support, identify key details in a story. 3. With prompting and support, identify characters in a story. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems. 5. Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits). 6. Identify which character is telling the story. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, identify illustrations or details to describe characters or events in a story. 8. (Not applicable to literature) 9. With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., both characters are shopping, one goes to grocery store and the other goes to a pet store). <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me what the characters did that was the same</i>). 	<p><u>Operations and Algebraic Thinking</u> Solve problems involving joining and separating</p> <ol style="list-style-type: none"> 1. Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart). 2. Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets. 3. Describe equal sets as same quantity after counting objects (up to ten). 4. Use objects and representations to make two sets equal. <p><u>Number & Operations in Base Ten</u> Extend the counting sequence</p> <ol style="list-style-type: none"> 1. Count forward using the 1-20 sequence. 2. Write or use an alternative pencil to write numbers 0- 20. 3. Illustrate whole numbers to 20 using objects, representations and numbers. 4. Use number word (0-20) of last object counted in a set, to name the total number of objects in the set when asked, "How many?" (cardinality) 5. Use zero to indicate no objects when asked, "How many?" 6. Compare objects, representations and numbers (1-20) using words "more" and "less". 7. Use a set of objects and separate set into smaller sets (number partners). 8. Understand a set has smaller quantities within the whole set (inclusion). 9. Illustrate the relationship between subsets and the whole (part-part-whole) using objects. 	<p><u>Forces and Motion</u> Understand how pushes or pulls change the motion of an object</p> <ol style="list-style-type: none"> 1. Identify what is causing a stationary object to move: a push or pull. 2. Observe that objects initially at rest will move in the direction of the push or pull. <p><u>Matter, Properties and Change</u> Understand physical properties of objects</p> <ol style="list-style-type: none"> 1. Classify objects by observable properties (size, shape, color, and texture). 2. Classify objects by the Material they are made from (e.g., clay, wood, cloth, paper). 3. Recognize objects as same serving the same function even when one property has changed (e.g., size, color). <p><u>Earth Systems, Structures and Processes</u> Identify differences in Earth Materials</p> <ol style="list-style-type: none"> 1. Identify change in an object (color, size, shape) using one or more of the senses. 2. Identify earth Materials (rocks, soils and water). <p><u>Structures and Functions of Living Organisms</u> Understand characteristics of living and nonliving things</p> <ol style="list-style-type: none"> 1. Classify objects, people and animals as living or nonliving. 2. Identify major external human body parts (head, eyes, ears, nose, mouth, hands, feet, legs and arms). 	<p><u>Geography and Environmental Literacy</u> Identify locations within the school environment</p> <ol style="list-style-type: none"> 1. Identify ones own location when transitioning from place to place (e.g., school, home, outside) 2. Locate places within the school environment (verbal or photo representation) 3. Use directional words to locate objects (near/far, left/right) <p><u>Economics and Financial Literacy</u> Communicate how jobs help people meet their needs and wants</p> <ol style="list-style-type: none"> 1. Identify the job responsibilities of people in the community 2. Demonstrate the exchange of money for goods and services to fulfill wants and needs 3. Communicate how families have needs and wants 4. Illustrate the relationship between jobs and meeting needs and wants <p><u>Civics and Governance</u> Understand expectations of participating in a group</p> <ol style="list-style-type: none"> 1. Understand how to initiate positive peer interactions 2. With prompting and support, demonstrate sustained attention by applying knowledge of positive peer interactions 3. Follow simple school expectations (e.g., walk on the right side of the hallways, quiet voice, take turns on the playground)

<p style="text-align: center;"><u>Reading Standards for Informational Text</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify key details related to the topic of the text. 3. With prompting and support, identify words that describe individuals, events or ideas in a text (e.g., <i>Which of these words describe the...?</i>). <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. With prompting and support, ask a reader to clarify the meaning of words in a text. 5. With prompting and support, locate key facts or information in a text. 6. Match illustrations or pictures with information provided in a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, match illustrations or details in a text with its key ideas. 8. Match key information from the text with the topic of the same text. 9. Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions). <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading of informational text for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me who this text is about.</i>). 	<p style="text-align: center;"><u>Measurement and Data</u></p> <p>Describe similarities and differences in length when measuring objects directly and indirectly</p> <ol style="list-style-type: none"> 1. Describe length of an object (long/short, big/small). 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute. <p>Use the concept of time as it relates to sequences</p> <ol style="list-style-type: none"> 3. Use the words “today, tomorrow and yesterday” to refer to personal activities and events. 4. Use a schedule to keep track of events with modeling. 5. Remember, in order, the names of the days of the week. <p>Represent and interpret data</p> <ol style="list-style-type: none"> 6. Collect and categorize objects or pictures to answer questions about topics relevant to student. 7. Use data to answer questions about the total number of data points and whether there are more or less in one category than in another. <p style="text-align: center;"><u>Geometry</u></p> <p>Compare shapes and their attributes (circles, rectangles, squares and triangles)</p> <ol style="list-style-type: none"> 1. Describe attributes of the shape. 2. Correctly name shapes regardless of their orientations or overall size. 3. Partition circles and rectangles into two and four equal shares or recognize when circles and squares have been partitioned equally. 4. Identify congruent 2-dimensional shapes. 	<p style="text-align: center;"><u>Ecosystem</u></p> <p>Understand characteristics of various environments</p> <ol style="list-style-type: none"> 1. Identify ones own environment when transitioning from place to place (e.g., school, home, outside). 2. Identify living and nonliving things in indoor and outdoor environments. 3. Describe Materials found in various environments (e.g. rocks, soil, water, clay, wood, cloth, paper). 4. Use one or more of the senses to make observations about the environment (e.g. weather conditions). 	
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Reading Standards Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, "Show me just one word.")
 - b. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads).
 - c. Recognize and name all uppercase letters of the alphabet in context.
 - d. Recognize and name all lowercase letters of the alphabet in context.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word.
 - b. Recognize single syllable words with the same ending sound.

Phonics and Word Recognition

3. With prompting and support, read words and apply letter-sound knowledge and read words.
 - a. In context, identify 4 or more letter-sound associations.
 - b. Identify written words that begin with single consonant phonemes produced by an adult.
 - c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.

Fluency

- 4. Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time).
 - a. Independently turn pages or navigate pages in a multi-media book, pausing long enough to consider both words and pictures.
 - b. Sustain interest in a variety of reading materials reflecting a variety of text genre.

Writing Standards

Text Types and Purposes

- 1. Select a topic and use drawing, dictating, or writing* to state an opinion about it.
- 2. Select a topic and use drawing, dictating, or writing* to compose a message with one or more ideas about the topic.
- 3. Select an event and use drawing, dictating, or writing* to compose a message with one or more ideas about the event.

Production and Distribution of Writing

- 4. (Begins in grade 3)
- 5. With guidance and support from adults, add more information to own written message to strengthen it.
- 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- 7. Participate in shared writing about:
 - a. familiar topics.
 - b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other

shared experiences.

8. With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences.

9. (Begins in grade 4)

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in communicative exchanges.

a. Communicate directly with peers in multi-turn exchanges.

b. Build on comments or topics initiated by adult communication partners in multi-turn exchanges.

2. Answer questions about key details from books read aloud by others or presented through other media.

3. Answer questions posed by adult communication partners.

Presentation of Knowledge and Ideas

4. Identify words that describe familiar people, places, things, and events.

5. Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings.

6. Provide more information regarding thoughts, feelings, and ideas when appropriate.

Language Standards

Conventions of Standard English

1. Demonstrate understandings of standard English grammar usage when communicating.

a. Write* 14 or more upper-case letters of the alphabet.

b. Use common nouns.

c. Produce noun + verb or verb + noun combinations.

d. Use question words (interrogatives)

<p>(e.g., who, what, where, when, why, how).</p> <p>2. With guidance and support from adults, explore letter-sound knowledge to spell words phonetically.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>a. Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.</p> <p>5. With guidance and support from adults, explore word relationships.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).</p> <p>c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</p> <p>d. Identify real-life connections between words and their use (e.g., hot, the stove is hot).</p> <p>6. Use words and phrases appropriately across context.</p>			
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