

# Kindergarten

Literacy		Math	
On grade means to us...	What I Wish...	On grade means to us...	What I Wish...
<p><b>Letter Knowledge Mastery (recognition, sounds (short vowels) and writing)</b>                      RFK1D -Recognize and Name all upper and lowercase letters.                      RFK3A - Demonstrate Basic knowledge of one-to-one letter sound correspondence by producing the most frequently used sound of each consonant.                      RFK3B - Associate the long and <u>short sound</u> with the 5 major vowel graphemes                      LK.1.K - print all upper and lowercase letters legibly.</p> <p><b>Decode/Blend CVC words (beginning, middle, ending sounds)</b>                      RF.K.3.E - Decode CVC words.</p> <p><b>Sight Word Recognition</b>                      RF.K.3.C - read common high-frequency words by sight</p> <p><b>Story Comprehension (ask/answer questions, retell)</b>                      RI.K.1 - With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>Understanding of letter knowledge</b></p> <p><b>Correctly writing first name</b></p> <p><b>Phonemic Awareness/ Word Play appropriate for early literacy</b></p>	<p><u>Recognize and write numbers 0-20.</u>  <b>K.CC.A.3</b>                      Read, write, and represent numerals from 0 to 20                      * Identify numbers 0-20                      * Write numbers 0-20</p> <p><u>Addition and Subtraction (fluent to 10).</u>  <b>K.OA.A.5</b>                      Fluently add and subtract within 10 by using various strategies and manipulatives                      Note: Fluency in this standard means accuracy (correct answer), efficiency (a reasonable amount of steps), and flexibility (using various strategies). Fluency is developed by working with many different kinds of objects over an extended period of time. This objective does not require the students to instantly know the answer.</p> <p>*Add and subtract within 10 through tens frames, picture addition, counters, fingers, and number lines.  <b>Vocab: tens frames, number lines</b></p> <p><u>Place Value (Teen numbers)</u></p>	<p>Number recognition and counting to 5</p> <p>One-to-one correspondence</p>

RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.

**With prompting and support, write a simple phrase.**

W.K.10 - Write routinely, with prompting and support, over short time frames for a range of discipline-specific tasks, purposes, and audiences.

### **K.NBT.A.1**

Develop initial understanding of *place value* and the base-ten number system by showing equivalent forms of *whole numbers* from 11 to 19 as groups of tens and ones using objects and drawings

\*Represent teen numbers using base ten blocks. (A 14 is made of 1 rod and 4 cubes.)

Vocab: rod, cube

### One-to-One

**K.CC.B.5** - Count to answer "how many?":

- Count up to 20 objects in any arrangement
- Count up to 10 objects in a scattered configuration
- Given a number from 1-20, count out that many objects

\*Touch and count objects from 1-20 showing one to one correspondence using **stationary** and **nonstationary** manipulatives.

### Shapes

#### **K.G.A.2**

Correctly name shapes regardless of their orientations or overall size  
Note: Orientation refers to the way the shape is turned (upside down, sideways).

#### **K.G.A.3**

Identify shapes as two-dimensional (flat) or three-dimensional (solid)

\* Identify circle, square, rectangle, and triangle.

\* Name shapes as 2D or 3D.

Vocab: (flat, solid)

## First Grade

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<p><b>Decode one syllable words that include blends, digraphs, magic e, and vowel teams.</b>  <b>R.F.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.  <b>R.F.1.3.A</b> Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)  <b>R.F.1.3.B</b> Know the letter-sound correspondences.</p> <ul style="list-style-type: none"> <li>• silent e (e.g., a-e, e-e, i-e, o-e, u-e)</li> <li>• vowel teams: vowel digraph (e.g., ee, oo, ai, ay, ea)</li> </ul> <p><b>R.F.1.3.E</b> Decode regularly spelled one-syllable words that follow syllable types</p> <ul style="list-style-type: none"> <li>• closed syllable</li> <li>• open syllable</li> <li>• vowel-consonant-e</li> <li>• vowel teams</li> <li>• r-controlled vowel</li> </ul> <p><b>Main Idea and supporting details in nonfiction text</b>  <b>R.I.1.2</b> Identify the main topic and <i>retell</i> key details of a text.</p>	<p><b>Decode/Blend CVC words (beginning, middle, ending sounds)</b></p> <p><b>Letter Knowledge Mastery (recognition, sounds, and writing)</b></p>	<p><b>AR.Math.Content.1.NBT.A.1</b></p> <ul style="list-style-type: none"> <li>• Count to 120, starting at any number less than 120</li> <li>• In this range, read and write numerals and represent a number of objects with a written numeral.</li> </ul> <p><b>Place value of 2 digit numbers</b>  <b>1.NBT.B.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones (<i>tens rod and small cube</i>)            Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>• 10 can be thought of as a bundle of ten ones — called a "ten" (<i>ten rod</i>)</li> <li>• The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones</li> </ul>	<p><b>Fluent with numbers 1-20</b></p> <ul style="list-style-type: none"> <li>- Read</li> <li>- Write</li> <li>- Represent</li> <li>- Count(one to one)</li> </ul>

**Write a complete sentence**

**L.1.1.H** Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Use appropriate spacing to separate words in a sentence.

- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones

**Addition/Subtraction Fluency (1 digit numbers)**

1.OA.C.6 Add and subtract within 20, demonstrating **computational fluency** for addition and subtraction within 10

Use strategies such as:

- *Counting on/ Counting back* (hundred chart, **number lines**, rekenrek, and stick number to your head fingers)
- Making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$  (ten frames, use unifix cubes-ten rod)
- Decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$  (number bonds, use unifix cubes-ten rod)
- Using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ )

related facts, fact family house)

- Creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ) (Known fact plus 1)

Note: **Computational fluency is demonstrating the method of student choice.** Students should understand the strategy he/she selected and be able to explain how it can efficiently produce accurate answers.

AR.Math.Content.1.MD.  
B.5  
Count collections of like coins (pennies, nickels, and dimes)

## Second Grade

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<p><b>Main Idea and supporting details in nonfiction text</b>            RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe</p> <p><b>Write a paragraph that includes clear topic sentences and two supporting details.</b>            W.2.3 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.</p> <p><b>Read words with the six syllable types.</b>            RF2.3.E Decode words that follow the six syllable types:</p> <ul style="list-style-type: none"> <li>• Closed syllables,</li> <li>• open syllable,</li> <li>• vowel consonant-e,</li> <li>• vowel teams,</li> <li>• r-controlled,</li> <li>• consonant-le</li> </ul> <p>RF.2.4 Read grade level text with sufficient accuracy and fluency to support comprehension.</p>	<p><b>Write a complete sentence to a variety of prompts</b>            (Beyond I like..)</p> <p><b>Decode one syllable words that include blends, digraphs, magic e, and vowel teams.</b></p>	<p><b>Fluency within 20</b>            2.OA.B.2 Fluently add and subtract within 20 using mental strategies</p> <p>• By the end of Grade 2, know from memory all sums of two one-digit numbers</p> <ul style="list-style-type: none"> <li>• Counting on/ Counting back (hundred chart, number lines, rekenrek, and stick number to your head fingers)</li> <li>• Making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math> (ten frames, use unifix cubes-ten rod)</li> <li>• Decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math> (number bonds, use unifix cubes-ten rod)</li> <li>• Using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>) (related facts, fact family house)</li> <li>• Creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 =</math></li> </ul>	<p>Knowing basic addition/ subtraction facts (0-10)</p> <p>Having number sense (knowing teen numbers –how to write)</p>

$12 + 1 = 13$  (Known fact plus 1)

**Show place value understanding by representing a number in a variety of ways (base ten blocks, expanded forms, flexible grouping - ten, tens is a hundred)**

**AR.Math.Content.2.NBT.A.3**

• Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms • Model and describe numbers within 1000 as groups of 10 in a variety of ways

**Add and subtract 2 digit numbers using place value understanding (base ten blocks, number line, hundreds charts, counting on and counting back)**

**AR.Math.Content.2.NBT.B.7**

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation

**Understanding real world problems**

**AR.Math.Content.2.OA.A.1 •**

Use addition and subtraction

		<p>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 • Represent a strategy with a related equation including a symbol for the unknown number</p> <p><b>Time and Money (Skip counting)</b></p> <p><b>AR.Math.Content.2.MD.C.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Note: This standard is a continuation of previous instruction at lower grades with the expectation of mastery by the end of third grade.</p> <p><b>AR. Math.Content.2.MD.C.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately For example: A student has 2 dimes and 3 pennies; how many cents does he have?</p>	
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## Third Grade

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<p><b>Summarize a fiction text including the plot elements</b>            RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 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.</p> <p><b>Main Idea and supporting details in nonfiction text</b>            RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p><b>Provide evidence from the text to answer questions from the text</b>            RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>Write a paragraph that includes clear topic sentences and two supporting details that includes</b></p>	<p><b>Write a paragraph that includes a topic sentence and two supporting details with complete sentences and correct punctuation.</b></p> <p><b>Main Idea and supporting details in nonfiction text</b></p>	<p><b>AR.Math.Content.3.OA.C.7</b>            *memorize all one-digit by one-digit multiplication</p> <p><b>AR.Math.Content.3.OA.A.3</b>            *solve multiplication and division problems within 100</p> <p><b>AR.Math.Content.3.NBT.A.4</b>            *represent a single number using place value strategies (base ten blocks, expanded form, flexible grouping: ten tens = one hundred, etc)</p> <p><b>AR.Math.Content.3.MD.C.7</b>            *relate area to the operations of multiplication and addition: (area models, decomposed rectangles to find easier facts)</p> <p><b>AR.Math.Content.3.NF.A.2</b>            *join unit fractions (rectangular models, circle models, pattern blocks, number lines, number bonds)            *compare fractions with the same numerator and the same denominator (same # of cookies, same size of cookies)</p> <p><b>AR.Math.Content.3.MD.A.1</b>            Tell time using the terms quarter and half as related to the hour</p>	<p>Being able to fluently add and subtract 1-digit number by a 1-digit number</p> <p>Understanding of place value</p>

<p><b>complete sentences and correct punctuation.</b> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. L.3.1.H Demonstrate command of simple sentences and produce compound sentences L.3.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.</p> <p><b>Determine word meaning including: (affixes, in context and figurative language)</b> RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>		<p>(e.g., quarter-past 3:00, half-past 4:00, and quarter till 3:00)</p> <ul style="list-style-type: none"><li>• Tell and write time to the nearest minute and measure time intervals in minutes</li><li>• Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram)</li></ul>	
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## Fourth Grade

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<p><b>Draw inferences from text and use evidence from the text to support answers to questions about the text</b>                      RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>Main idea and supporting details in nonfiction texts</b>                      RI.4.2 Examine a grade-appropriate literary text:                      -Determine the main idea of a text and explain how it is supported by key details.</p> <p><b>Compare and contrast two or more themes across texts</b>                      RL4.2 Examine a grade-appropriate literary text:                      -Determine a theme of a story, drama, or poem from details in the text.                      -Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories and traditional literature from different cultures.</p>	<p><b>Identify the features of a nonfiction text to ask and answer questions and cite text evidence to support.</b></p> <p><b>Write a paragraph with correct sentence structure and punctuation.</b></p>	<p><b>AR.Math.Content.4.NBT.A.1</b>                      *Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right</p> <p><b>AR.Math.Content.4.NF.A.1</b>                      *Generate equivalent fractions and use visual fraction models and partitioning                      *explain equivalence by showing one or more visual models and matching equations</p> <p><b>AR.Math.Content.4.NF.B.3</b>                      *Understand addition and subtraction of fractions as joining and separating parts referring to the same whole (fraction strips, circular models, rectangular models, number line)                      *Decompose a fraction into a sum of fractions with the same denominator in more than one way. ( Use number bonds to show decomposing)</p> <p><b>AR.Math.Content.4.NF.C.6</b>                      *Use decimal notation for fractions with denominators 10 or 100.                      *Use visual models with base ten blocks and hundreds grid (one column is 1/10 or 10/100).</p> <p><b>AR.Math.Content.4.NBT.B.5</b>                      *multiply one-digit by four-digit and two-digit by two-digit with area models, arrays, partial</p>	<p>Multiplication facts</p> <p>Understanding number sense and Place value</p>

<p><b>Write a paragraph that includes clear topic sentences and three supporting details and includes correct sentence structure and conventions.</b></p> <p>W.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 4 when writing.</p>		<p>products, equations (standard algorithm is mastered in 5th grade)</p> <p><b>AR.Math.Content.4.NBT.B.6</b></p> <p>*Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors</p> <p>* Illustrate and explain the calculation by using equations, rectangular arrays, area models, and partial quotients.</p> <p>*interpret remainders within context</p>	
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## Fifth Grade

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<p><b>Identify main idea and details in nonfiction texts</b>            RI.5.2 Examine a grade-appropriate informational text:</p> <ul style="list-style-type: none"> <li>• Determine the main idea of a text and explain how it is supported by key details.</li> </ul> <p><b>Compare and contrast characters and analyze character motivations across multiple texts</b>            RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>Infer and cite evidence</b>            RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p><b>Write a paragraph which includes a topic sentence, three supporting details and a concluding sentence</b>            W.5.2.B Develop the topic with facts, definitions, concrete</p>	<p><b>Write a paragraph that includes a topic sentence and two supporting details with correct sentence structure and appropriate punctuation.</b></p> <p><b>Refer to the text to provide evidence and support comprehension</b></p>	<p><b>AR.Math.Content.5.NBT.A.1</b>  <b>AR.Math.Content.5.NBT.A.3</b>            *represent a single number using place value strategies (base ten blocks, expanded form, flexible grouping: ten tens = one hundred, etc)</p> <p><b>AR.Math.Content.5.NBT.B.5</b>            *multiply multi-digit whole numbers accurately using a standard algorithm (partial products, traditional algorithm, area model leading to distributive property)</p> <p><b>AR.Math.Content.5.NBT.B.6</b>            *divide multi-digit whole numbers (up to four-digits by two-digits) accurately using a variety of strategies ( partial quotients, area models (w/base ten blocks), and traditional algorithms.</p> <p><b>AR.Math.Content.5.NBT.B.7</b>            *Add decimals to the hundredths using standard algorithms (base ten blocks, place value discs, place value</p>	<p>Multiply fluently</p> <p>Understand whole number place value</p>

<p>details, quotations, or other information and examples related to the topic.  W.5.1.E Provide a concluding statement or section related to the topic presented.</p>		<p>charts, open number lines and the traditional algorithm)  *Subtract decimals to the hundredth using standard algorithms (base ten blocks, place value discs, place value charts, open number lines and the traditional algorithm)  * multiply decimals to hundredths using standard algorithms (models, partial products, area models, and traditional algorithms.  *divide decimals to hundredths using a standard algorithm (base ten blocks, place value), partial quotients, and traditional algorithms)</p> <p><b>AR.Math.Content.5.NF.A.1</b>  <b>AR.Math.Content.5.NF.A.2</b>  *Add fractions with unlike denominators using common denominators (using factors and multiples) and equivalent fractions (not necessarily least common denominator or simplified and including mixed numbers), in isolation and in the context of real world problems.  *Subtract fractions with unlike denominators using common denominators (using factors and multiples) and equivalent fractions (not necessarily least common denominator or simplified and including mixed</p>	
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		<p>numbers) in isolation and in the context of real world problems. *Use benchmark fractions and number sense to evaluate the reasonableness of answers.</p> <p><b>AR.Math.Content.5.NF.B.6</b> Solve real world problems involving multiplication of fractions and mixed numbers For example: Use visual fraction models (using fraction strips, pattern blocks, and fraction circles) or equations to represent the problem.</p>	
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## Sixth Grade

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<p><b>Infer the main idea and support the inference with details from the text</b>            RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.6.2 Examine grade appropriate informational text:</p> <ul style="list-style-type: none"> <li>• determine a central idea and how it is conveyed through particular details</li> </ul> <p><b>Make inferences in fiction about characters and motivations and cite evidence from text</b>            RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text            RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>Determine author's purpose</b>            RI.6.6 Determine an author's point of view, perspective, and/or purpose in a text and</p>	<p><b>Answer complex questions and/ or complete complex tasks and explain with text evidence</b></p> <p><b>Identify the main idea and supporting details</b></p>	<p><b>AR.Math.Content.6.NS.B.3</b>            Operate fluently with decimals            *add decimals accurately using standard algorithms (base ten blocks, place value charts, open number line, and traditional algorithms)            *subtract decimals accurately using standard algorithms (base ten blocks, place value charts, open number line, and traditional algorithms)            *multiply decimals accurately (partial products, area models, distributive property, and the traditional algorithm)            *divide decimals accurately (partial quotients, distributive property, and the traditional algorithm)            Operate fluently with fractions            *add fractions accurately using standard algorithms (fraction strips, pattern blocks, and traditional algorithms)            *subtract fractions accurately using standard algorithms (fraction strips, pattern blocks, and the traditional algorithms)            *multiply fractions accurately (fraction strips, pattern blocks, and the traditional algorithm)</p>	<p>Fluent Multiplication facts</p> <p>Fluent Multi-digit multiplication and division</p> <p>Add/subtract fractions</p>



explain how it is conveyed in the text

**Write a paragraph with a topic sentence, three supporting details with evidence or examples for each detail and a concluding sentence.**

W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.E Provide a concluding statement or section that follows from the argument presented.

\*divide fractions accurately (fraction strips, pattern blocks, and the traditional algorithm)

**AR.Math.Content.6.RP.A.3**

Reason proportionally  
Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations):

**AR.Math.Content.6.SP.A.2**

\*Determine center, spread, and overall shape from a set of data (using numerical data in plots on a number line, including dot plots, histograms, and box plots)

**AR.Math.Content.6.SP.A.3**

\*Recognize that a measure of center for a numerical data set summarizes all of its values with a single number (mean, median, mode)

\*a measure of variation (interquartile range, mean absolute deviation) compares a data point with a measure of central tendency. Example: If the mean height of the students in the class is 48" are there any students in the class taller than 48"?