

2nd Grade	3rd Grade	4th Grade	5th Grade
ELA			
2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers	ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2R11 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	3R11 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers	ELAGSE4R11: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	ELAGSE5R11: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3RL2 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	ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	ELA.5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.	3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea	ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	3W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose 3W5 With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing 3W6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact with others.	W4: I can produce clear and coherent writing in which the development and organization are appropriate to task	ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types: informational, opinion and narrative)
	(Third grade will support 4th with by explicitly teaching strategies to determine the meaning of unknown words and monitoring with questions in our assessments)	ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies	ELAGSE5L4: Determine or clarify the meaning of unknown and multiple meaning words or phrases based on 5th grade reading and content, choosing flexibility from a range of strategies.

Math

<p>2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p>	<p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100</p>	<p>NBT 3: Use place value understanding to round multi-digit to any place.</p>	<p>MGSE.5.NBT.4 Use place value understanding to round decimals up to the hundredths place.</p>
<p>2.OA.2 Fluently add and subtract within 20 using mental strategies.3 By end of Grade 2, know from memory all sums of two one-digit numbers</p>	<p>3.NBT.2 Fluently Add and Subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction</p>	<p>NBT4: I can fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>	<p>MGSE.5.NBT.7 Add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p>
<p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>			
<p>2.NBT.2 Count within 1000; skip count by 5s, 10s, and 100s.</p>	<p>OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of third grade, know from memory all products of two one-digit numbers</p>	<p>NBT.5 I can multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.</p>	<p>5.NBT.5- Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor</p>
		<p>NBT.6 I can find whole-number quotients and remainders with up to four-digit dividends and one digit divisors.</p>	<p>MGSE5.NBT.6 Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: strategies based on place value and/or the relationship between multiplication and division.</p>
<p>2.G.3 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. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$</p>	<p>NF 1: Explain why two or more fractions are equivalent with models and generate equivalent fractions.</p>	<p>MGSE5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.</p>
		<p>G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures</p>	<p>MGSE.5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates</p>

<p>2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>MGSE3. MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc.</p>	<p>(No Correlating Standard)</p>	<p>(No Correlating Standard)</p>
<p>2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems</p>	<p>MGSE3.MD.3 Draw a scaled picture graph and a scale bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>	<p>(No Correlating Standard)</p>	<p>(No Correlating Standard)</p>