Park Avenue Elementary - Guaranteed Curriculum

...“On Grade Level” Defined

...Common Core Standard Correlation (*Vertically Articulated 2 or More Grade Levels)

...Unpacked “I Can Statements” / Learning Progressions

Pre-Kindergarten

Literacy & School Behaviors	Math
Reading - Identifies the letters in their name and can write them correctly. (EL3.3) I can say the letters in my name **Reading - Identify, Blend, Segment, and Delete at the syllable level (manipulation at the syllable level). (EL2.1)** **Retell a simple story in the proper sequence. (EL1.2)** I can identify the beginning, middle, and end of a story. I can retell a story using the beginning, middle, and end. I can retell a story using pictures and/or props. **Writing - Demonstrates emergent writing skills (EL3.3)** I can statement I can statement I can statement **Writing - Shows increasing understanding that writing carries a message and uses scribbles, letter-like shapes, or letters to represent words or ideas.** I can statement I can statement I can statement **Writing - Produce strings of letters and/or letter-like forms (may be in unconventional order); begin to separate groups of letters with spaces.** I can statement I can statement I can statement **Language - Uses increasingly complex vocabulary, grammar, and sentence structure** I can statement I can statement I can statement **Language - Uses increasingly complex and varied vocabulary words to express needs, and describe objects, relationships between objects, emotions, and actions.** I can statement I can statement I can statement	**Begins to use numerals to represent and communicate quantity. (MT1.1)** I can use number cards or verbal responses to represent and communicate quantity. I can use tools to show quantity. **Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range. (MT1.1)** I can count to five. I can count to ten. I can count to twenty. I can count beyond. **Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality). (MT1.1)** I can statement I can statement I can statement

Kindergarten

Literacy	Math
Reading - Recognize and name all upper- and lowercase letters of the alphabet.(RF.K.1.D) I can recognize and name all of the upper and lowercase letters. I can recognize the uppercase (capital letters). I can name the uppercase (capital letters). I can recognize the lowercase letters. I can name the lowercase letters.	Count to 100 by ones, fives, and tens. (K.CC.1) I can count to 100 by 1's. I can count to 100 by 5's. I can count to 100 by 10's. Read, write, and represent numerals. (K.CC.3) I can recognize the numbers 0 to 20 out of order. Random order (flashcards) I can write the numbers 0 to 20 correctly.

Reading - 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/.) (RF.K.2.D) Students will segment one-syllable words into individual phonemes. Students will count sounds in CVC words. Students will isolate the beginning sounds in words Students will isolate the middle vowel sound in words. Students will isolate the ending sound in words. Students will accurately pronounce consonant and vowel sounds (prerequisite). Students will segment onset/rime in CVC words (RF.K.2.C) **Reading** - Know letters and the most common sounds (consonants and short vowels). (RFK.3.A, RFK.3.B, RFK.3.E) (RF.K.3.E Decode CVC words I can blend to read CVC words. I can read CVC words. I can demonstrate letter sound correspondence in a CVC word. (RF.K.3.A) I can identify letters/sounds **Reading** - Retell a simple story including key details. (RL.K.2) RL.K.2: With prompting and support, retell familiar stories, including key details. I can look at pictures from a familiar story and retell the story. I can identify the characters in a familiar story. I can identify the setting in a familiar story. I can identify the problem and solution in a familiar story. I can sequence a familiar story including the beginning, middle, and end. I can retell a familiar story in the correct sequence. **Reading** - With prompting and support, *identify* the main topic and and retell key details of a text. (RI.K.2) I can identify the main topic of an informational text. I can identify key details of an informational text. I can retell key details of an informational text. **Writing** - 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. (W.K.1) Unit 5 I can orally state my opinion about a topic or book. I can orally share the topic or name of the book. I can write a sentence that tells my opinion about a topic or book. I can form letters and words on the page so that my reader can know what I am trying to say. I can illustrate my thoughts about a topic or a book. **Writing** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are writing about and supply some information about the topic. (W.K.2) Unit 6 I can orally state information about a topic. I can orally share information about a topic. I can form letters and words on the page so that my reader can know what I am trying to say. I can illustrate my thoughts about a topic.	I can represent numbers 0 to 20 using a variety of math tools. (tallies, cubes, ten frames, counters, etc) Adding and subtracting within 10. (K.OA.A.2) I can solve an addition word problem using a drawing or manipulatives. I can match pictures to find the total for an additional equation. I can write an additional equation that matches the situation. I can solve an addition equation using a drawing or manipulatives. I can solve a subtraction word problem using drawings or manipulatives. I can match pictures to find the total for a subtraction equation. I can write a subtraction equation that matches the situation. I can solve a subtraction equation using a drawing or manipulatives. Correctly name shapes. (K.G.2) I can identify the shape even if it is turned. I can identify the shape no matter its size. I can use the correct names of shapes. I can identify the difference between a square and rectangle. I can name shapes (square, circle, rectangle, triangle, hexagon). 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 (KNBT.A1) I can represent numbers 0 to 20 using a variety of math tools. (base ten blocks, tallies, cubes, ten frames, counters, etc) ??

I can write facts to tell information about a topic. Language - Print all upper and lowercase letters legibly. (LK.1.K) I can statement I can statement I can statement Language - Capitalize the first word in a sentence and the pronoun I (LK.2A) I can statement I can statement I can statement Language - Recognize and name end punctuation (LK.2.B) I can statement I can statement I can statement	

Grade 1

Literacy	Math
Reading - Read CVC and CVCe words (including words with blends and digraphs). (RF.1.3.A, RF.1.3.B) I can decode regularly spelled one-syllable CVC words with blends. I can decode regularly spelled one-syllable CVC words with digraphs. I can decode regularly spelled one-syllable CVCe words with blends. I can decode regularly spelled one-syllable CVCe words with digraphs. I can decode regularly spelled one-syllable words with vowel teams with blends and digraphs. Reading - Add and substitute sounds (phonemes) in spoken words to make new words. (RF.1.2.F) I can substitute sounds to make new words - Initial - Medial - Final I can add sounds to make new words - Beginning - End Reading - Describe characters, settings, and major events in a story, using key details. (RL.1.3) I can identify the characters, setting and main event in a story. I can describe characters, setting, and main events using key details (either orally or by drawing/written text). I can sequence the story detailing the beginning, middle and end of a story. I can identify the characters, setting and main event in a story, with prompting and support. Reading - Identify the main topic and retell key details of a text. (RI.1.2) Students can identify the main idea of an informational text. Students can identify key details that relate to the main topic of an informational text (single paragraph) Students can identify the main topic and orally retell key details of an informational text (single paragraph) read aloud to them.	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (1.OA.1) I can choose a strategy to subtract within 20. I can choose a strategy to add within 20. I can explain my strategy with pictures, numbers, or words. I can choose a strategy to subtract within 10. I can choose a strategy to add within 10. I can identify a variety of strategies (counting on, counting back, make a 10, decomposing a number leading to ten, number bonds, doubles, and facts I know) Understand place value (tens and ones). (1.NBT.2) I can identify tens and ones in a number. I can say a number based on a drawing of tens and ones. I can represent a number using a drawing with tens and ones.

Students can identify the main topic and orally retell key details of an informational text (single paragraph) read independently.
Students can write about the main topic and retell key details of an informational text (single paragraph) read aloud to them.
Students can write about the main topic and orally retell key details of an informational text (single paragraph) read independently.

Writing - 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. (W.1.1)
I can statement
I can statement
I can statement
Writing - Write informative/explanatory texts to introduce a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)
I can statement
I can statement
I can statement
Language - Capitalize the first word in sentences, the pronoun I, dates, and names of people (L.1.2.A)
I can capitalize the first word of the sentence
I can capitalize the pronoun I
I can capitalize dates
I can capitalize names of people
Language - Use end punctuation for sentences (L.1.2.B)
I can statement
I can statement
I can statement

Grade 2

Literacy	Math
Reading - Know and apply grade level phonics and word analysis skills in decoding words. (RF.2.3) Identify words with inconsistent but common letter-sound correspondences (e.g., doll/roll, though/cough/rough, love/rove, have/save, some/dome, near/bear, soot/loot, were/here, shall/tall, own/town, hour/tour, want/plant). (RF.2.3.A) Read words with vowel teams (ex. ee, oo, ai, ay, ea, ei, ie, igh)(RF.2.3.B*) Read words with r-controlled vowels (er, ir, ur, ar, or) (RF.2.3.B*) Read words with diphthongs (oi, oy, ou, ow) (RF.2.3.B) I can distinguish short and long vowels in words. I know letter-sound correspondences for all sounds. I can distinguish between long and short vowel sounds in a grade-level text. I can read words with vowel teams. I can read words with r-controlled vowels. Recognize and read grade- appropriate irregularly spelled words. (RF.2.3.C) Read words with common prefixes and suffixes. (RF.2.3.D) Read words that follow the six syllable types: ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled ● consonant-le	Fluently add and subtract within 20 using mental strategies (2.OA.B.2) I can use mental strategies to fluently add within 20 (counting on, making ten, doubles, fact families). I can use mental strategies to fluently subtract within 20 (counting on, counting back, fact families, making ten). I can automatically recall all sums of 2 one-digit numbers. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand that 100 can be thought of as a group of tens. Understand that the numbers 100, 200, etc. refer to one, two, etc. groups of 100. (2.NBT.A.1) I can understand that a three-digit number is made up of tens, hundreds, and ones. I can represent a three-digit number using a place value chart, base ten blocks, writing numerals, etc. I can understand that ten tens make one hundred. I can understand that multiples of one hundred are composed of groups of 100. For example: I can understand that three hundred is three groups of one hundred. 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. (2.NBT.A.3) I can read numbers up to 1,000. (say the number aloud)

Identify the six syllable types: ● closed syllable ● open syllable ● vowel-consonant-e ● vowel teams ● r-controlled ● consonant-le (RF.2.3.E) Read regularly spelled two-syllable words with long vowels. (RF.2.3.F*) Reading - Describe how characters in a story respond to major events and challenges. (RL.2.3) I can identify the main character of a text. I can identify a major event from the text. I can identify a challenge in the text. I can describe what a character does during an event (either orally or by identifying a description). I can describe how the character responds to the challenge or event (either orally or by identifying a description). I can use a sentence frame to write about how a character responds to a challenge or event. I can write about how a character responds to a challenge or event in their own words. I can write or orally describe how a character responds to a challenge or event, but only if the text is read aloud or if the text is at a lower level (decodable). ==Reading- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2.2)== Writing - Write an opinion piece in which they introduce the topic or book they are writing about, state an opinion, supply some reasons that support the opinion, use linking words(because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1) Writing - Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2) Language - capitalize holidays, product names and geographic names (L.2.2.A) Language - Use commas in greetings and closing of letters. (L.2.2.C)	I can write numbers to 1,000 (expanded form, standard form, number names). I can represent numbers to 1,000 in multiple ways. (base-ten blocks) (writing them is target 2) I can model numbers to 1,000 in multiple ways. Use addition and subtraction within 100 to solve one and two-step word problems. (2.OA.1) I can use addition or subtraction to solve one-step problems. I can use addition or subtraction to solve two-step problems. I can represent one step addition or subtraction problems by using an equation. I can represent two-step addition or subtraction problems by using an equation. I can use drawings or number symbols to represent one or two-step word problems. I can solve many different types of word problems. I can choose a strategy to solve addition or subtraction word problems. (place value chart, base ten blocks, number line, number sentences, decomposing or break apart, friendly number or number bonds) Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2.OA.4) I can arrange objects into equal groups. I can write a repeated addition equation to represent objects in equal groups. I can add to find the total number of objects in a rectangular array. I can write a repeated addition equation to represent objects in a rectangular array. 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 (2.G.A.3) I can partition circles and rectangles into two, three, or four equal shares. I can describe the shares using the words halves, thirds, half of, a third of, etc.. I can describe the whole as two halves, three thirds, four fourths.

Grade 3

Literacy	Math
RF3.3c- Decode multisyllable words. I can decode words using six-syllable patterns. I can decode words using the three rules for dividing syllables.	Understand place value up to four digits. (3.NBT.4.5) I can represent numbers in various ways (base ten blocks, place value charts, expanded form, numeral form, word form).

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RL.3.3

Reading - Determine the main idea of an informational text; recount the key details and explain how they support the main idea. (Grade level text) (RI.3.2)

Learning Targets (Grades 3-4):
Students will identify the main idea of an informational text.
Students will identify the key details of an informational text.
Students will explain how the key details support the main idea.
Students will write, orally provide, and/or choose a summary for an informational text using the main and key details.
Students will independently examine a grade-appropriate text by providing a written summary.
Students will cite text evidence to support how they determined the main idea of an informational text.
Students will identify the topic of an informational text.
Students will be able to discriminate between important (key) details and details that are interesting.

Writing - Write narratives to develop real or imagined experiences or events using effective language, descriptive details, and clear even sequences. (W.3.3)
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3.A)
- Use narrative techniques, such as dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3..B)
- Use temporal words and phrases to signal event order. (W.3.3.C)
- Provide a conclusion that follows the narrated experiences or events. (W.3.3.E)

Writing - Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Language - Capitalize appropriate words in titles (L.3.2.A)

Language - Use commas in addresses (L.3.2.C)

Language - Use commas and quotation marks in dialogue (L.3.2.C)

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I can describe numbers in more than one way through groups of ones, tens, hundreds, and thousands (ex: 345 is three hundreds, four tens, and five ones OR thirty-four tens and five ones OR three hundred forty-five ones).
I can translate between word form, expanded form, and standard form for numbers up to 10,000 (ex: given a number in standard form, a student can produce the same number in word or expanded form correctly)

Using computational fluency, add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction. (3.NBT.A.2)
I can use strategies and algorithms to add within 1,000 fluently.
I can use strategies and algorithms to subtract within 1,000 fluently.

Use multiplication and division within 100 to solve word problems situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol f the unknown number to represent the problem). (3.OA.A.3)
I can use multiplication within 100 to solve word problems involving equal groups, arrays, and measurement quantities.
I can create a multiplication equation using an unknown to represent a word problem.
I can use division within 100 to solve word problems involving equal groups, arrays, and measurement quantities.
I can create a division equation using an unknown to represent a word problem.

Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts. (3.NF.A.1)
I can write a fraction given a model.
I can identify the numerator and denominator.
I can understand fractions are equal parts of a whole.
I can explain what each fraction part means within the context of the word problem. ["You have a whole pizza cut into three slices. You ate one-third of the pizza. Explain what one third means." (The one represents what was eaten out of the three total slices.)]

Area?

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Grade 4

Literacy	Math

Reading - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL 4.1)
I can draw inferences from a text.
I can use text evidence to explain my inferences.

Reading - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL 4.3)
I can describe a character's physical and emotional traits using the character's words, thoughts, and actions.
I can use text evidence to describe a setting.
I can use text evidence to describe events in a story or drama.

Reading - Determine the main idea of a text and explain how it is supported by key details (Grade level text) (RI.4.2)
I can read and understand an informational text. (at 4th grade level)
I can identify the main idea of an informational text.
I can identify the key details of an informational text.
I can explain the key details that support the main idea of an informational text.
I can orally summarize, using the main idea and key details of an informational text. (on my independent level)
I can orally summarize, using the main idea and key details of an informational text. (at 4th grade level)
I can write a summary, using the main idea and key details of an informational text. (on my independent level)
I can write a summary, using the main idea and key details of an informational text. (at 4th grade level)

Word Study - RF4.3A Read words with Greek and Latin roots and common affixes.
L.4.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
I can decode words with Greek roots (auto, bio, graph, and logy).
I can decode words with Latin roots (form, multi, rupt, scrib/scribe, and struct).
I can decode words with prefixes (dis, mis, non, pre, re, un).
I can decode words with the suffixes (able, ible, er, or, ful, tion/sion, less, ness).

Writing - Write opinion pieces on topics or texts, supporting the opinion with reasons and information. (W.4.1)
I can statement
I can statement
I can statement
Writing - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (W.4.1.A)
I can statement
I can statement
I can statement
Writing - Provide reasons that are supported by facts and details (W.4.1.B)
I can statement
I can statement

2021-2022: Used this standard
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place value to its right. (4.NBT.A.1)
I can recognize that a digit, in a multi-digit number value is ten times the place value to its right.
I can choose a way to represent that a digit's value is ten times the place value to its right (base ten blocks, place value chart, written explanations, expanded form).

2022-2023: Changing to this standard
Read and write multi-digit *whole numbers* using base-ten numerals, number names, and e*xpanded form*. Compare two multi-digit numbers based on meanings of the digits in each place, using symbols (>, =, <) to record the results of comparisons. (4.NBT.A.2)
I can read multi-digit whole numbers using base-ten numerals, number names, and expanded form.
I can write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
I can compare multi-digit numbers based on meanings of the digits in each place, using symbols (>, =, <) to record the results of comparisons.

Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm. (4.NBT.4)
I can add numbers up to four digits with regrouping.
I can subtract numbers up to four digits with regrouping.

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.(4.NBT.5)
I can multiply a whole number of up to four digits by a one-digit whole number using equations, rectangular arrays, or area models.
I can multiply two, two-digit numbers using equations, rectangular arrays, or area models.

Solve multi-step word problems using the four operations. (4.OA.3)
I can assess the reasonableness of answers using estimation strategies such as mental computation and rounding.
I can solve multi-step word problems with whole numbers and interpret remainders.
I can represent multi-step word problems with equations representing the unknown quantity with a variable.
I can solve multi-step word problems with whole numbers using the four operations.

Add and subtract fractions with like denominators. (4.NF.3)
4.NF.3a
I can add fractions by joining parts with like denominators.
I can subtract fractions by separating parts with like denominators.
I can recognize when two fractions refer to the same whole.
4.NF.3b

I can statement Writing - Link opinion and reasons using words and phrases (W.4.1.C) I can statement I can statement Writing - Providing a concluding statement or sections related to the opinion presented (W.4.1.E) I can statement I can statement I can statement ==Writing - Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W.4.2)== I can statement I can statement I can statement Language - Use correct capitalization (L.4.2.A) I can statement I can statement I can statement Language - Choose words and phrases to convey ideas precisely (L.4.3.A) ● Choose punctuation for effect I can statement I can statement I can statement	I can decompose a fraction into a sum of fractions with the same denominator in more than one way. I can show my thinking by using a visual fraction model. I can show each decomposition by using an equation. **4.NF.3c** I can add mixed numbers with like denominators through a strategy of my choice. I can subtract mixed numbers with like denominators through a strategy of my choice. **4.NF.3d** I can solve word problems involving addition of fractions by using a strategy of my choice. I can solve word problems involving subtraction of fractions by using a strategy of my choice. I can represent fraction word problems with an equation. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles. (4.G.A.2) I can

Meekins - Grade 5

English 5 "Passing Course"	Math 5 "Passing Course"
I can read on grade level text fluently and with inflection. Common Core State Standard - Label & Language I can statement I can statement I can statement **I can draw inferences from the text.** Common Core State Standard - Label & Language I can statement I can statement I can statement **I can explain what the text explicitly states.** Common Core State Standard - Label & Language I can statement I can statement I can statement **I can find quotes from the text that support what the text explicitly states and when making inferences** Common Core State Standard - Label & Language I can statement I can statement I can statement	**I can multiply multi-digit whole numbers.** **I can divide multi-digit whole numbers using strategies that support my division.** Common Core State Standard - Label & Language I can statement I can statement I can statement **I can add, subtract, multiply and divide fractions.** Common Core State Standard - Label & Language I can statement I can statement I can statement **I can add, subtract, multiply and divide decimal numbers.** Common Core State Standard - Label & Language I can statement I can statement I can statement