Wonderview - Guaranteed Curriculum

...“On Grade Level” Defined

...State Standard Correlation

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

Pre-Kindergarten

Literacy & School Behaviors	Math
Understanding of letter knowledge	**Number recognition and counting to 5**
Correctly writing first name	**One-to-one correspondence**
Phonemic Awareness/ Word Play appropriate for early literacy	
Class Instruction on Carpet	
Raise Hand and Take Turns Sharing Ideas & Questions	
First, Second, Third, Above, Below, - Etc.	

Kindergarten

Literacy	Math **Blue - concrete Red - Representational Green - Abstract**
Letter Knowledge Mastery (recognition, sounds (short vowels) and writing) RFK1D -Recognize and Name all upper and lowercase letters. 　● I can identify uppercase letters. 　● I can identify lowercase letters. RFK3A - Demonstrate Basic knowledge of one-to-one letter sound correspondence by producing the most frequently used sound of each consonant. 　● I can produce letter sounds. RFK3B - Associate the long and <u>short sound</u> with the 5 major vowel graphemes 　● I can identify short vowel graphemes. 　● I can identify long vowel graphemes. LK.1.K - print all upper and lowercase letters legibly. 　● I can print uppercase letters legibly. 　● I can print lowercase letters legibly. **Decode/Blend CVC words (beginning,middle,ending sounds)** RF.K.3.E - Decode CVC words. 　● I can decode CVC words. **Sight Word Recognition** RF.K.3.C - read common high-frequency words by sight 　● I can read “red” words by sight. **Story Comprehension (ask/answer questions, retell)** RI.K.1 - With prompting and support, ask and answer questions about key details in a text.	**Recognize and write numbers 0-20.** K.CC.A.3-Read, write,represent numerals from 0-20 　* Identify numbers 0-20 　* Write numbers 0-20 *** I can represent numbers 0-20 using manipulatives.** *** I can identify numbers 0-20.** *** I can write numbers 0-20.** **Addition and Subtraction (fluent to 10)** K.OA.A.5 - 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. *Add and subtract within 10 through tens frames, picture addition, counters, fingers, and number lines. Vocab: tens frames, number lines 　● *I can subtract numbers using manipulatives.* 　● *I can subtract numbers using a strategy of my choice (ten frames, number lines, etc...)* 　● *I can write an equation to subtract numbers.* **Place Value (Teen numbers)** 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.)

• I can identify key and supporting details.
RI.K.2 - With prompting and support, identify the main topic and <u>retell</u> key details of a text.
    • I can determine the topic of the text.
    • I can state the main idea.
 	
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.
    • With prompting and support, I can write simple phrases.
	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.
	* I can count objects up to 20 in different arrangements.
	
	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)
	    • *I can use attribute blocks to identify shapes.*
	    • *I can draw shapes.*
	
	    • *I can find shapes in the world around me.*
	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)
	    • *I can use attribute blocks and solids to identify shapes.*
	    • *I can label shapes as 2D (flat) or 3D (solid).*
	    • *I can find 2D and 3D shapes in the world around me.*

Grade 1

Literacy	Math **Concrete**, **Representation**, **Bridge from Concrete to Abstract**, **Abstract**

Decode one syllable words that include blends, digraphs, magic e, and vowel teams.
R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
I can decode words using phonics patterns.
 	
R.F.1.3.A Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)
I can say the sound of th, wh, ch, sh, and ck.
I can write the letters that match the sound th, wh, ch, sh, and ck.
R.F.1.3.B Know the letter-sound correspondences.
    • silent e (e.g., a-e, e-e, i-e, o-e, u-e)
I can say the sound of long vowels a, e, i, o, u
I can write the letters that match the sound of long vowels a, e, i, o, u
R.F.1.3.E Decode regularly spelled one-syllable words that follow syllable types
    • closed syllable
    • open syllable
    • vowel-consonant-e
 	
I can decode closed syllable words.
I can decode open syllable words.
I can decode vowel -consonant- e words.
	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.
	Addition
	I can select a strategy to add numbers within 10.
	I can add using manipulatives (counters, tens frames) to join two sets within 10.
	I can make a ten.
	I can draw a quick picture of my thinking when adding within 10.
	I can use counting on strategy (fingers, number line, hundreds chart) to add numbers within 10.
	I can add numbers in a number sentence within 10.

Main Idea and supporting details in nonfiction text
R.I.1.2 Identify the main topic and *retell* key details of a text.
- I can identify the main topic
- I can identify important details of a text.(key details)
- I can retell key details of text

Write a complete sentence
L.1.1.H Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
I can write a sentence that makes sense.
I can respond to a prompt with a complete sentence.

Use appropriate spacing to separate words in a sentence.
I can use a finger space between words.

I can select a strategy to add numbers within 20.
I can add using manipulatives (unifix, base ten blocks, ten frames) to join two sets within 20.
I can draw a quick picture of my thinking when adding within 20.

I can use counting on strategy (fingers, number line, hundreds chart) to add numbers within 20.
State Standard - State Standard
I can add numbers in a number sentence within 20.

Subtraction
I can select a strategy to subtract numbers within 10.
State Standard - State Standard
I can subtract using manipulatives(counters, tens frames) to separate two sets within 10.
I can draw a quick picture of my thinking when taking away within 10.
I can use counting back strategy (fingers, number line, hundreds chart) to subtract numbers within 10.
I can decompose numbers using manipulatives.
I can decompose numbers using number bonds.
I can subtract numbers in a number sentence within 10.
I can select a strategy to subtract numbers within 20
State Standard - State Standard
I can subtract using manipulatives(counters, tens frames) to separate two sets within 20.
I can draw a quick picture of my thinking when taking away within 20.
I can use counting back strategy (fingers, number line, hundreds chart) to subtract numbers within 20.
I can decompose numbers using manipulatives.
I can decompose numbers using number bonds.
I can subtract numbers in a number sentence within 20.

I can add and subtract using related facts.(fact family or flip flop facts)
State Standard - State Standard
I can identify related addition facts.
I can use a known addition fact to solve a related addition equation with a missing addend.
I can use a known addition fact to solve a subtraction equation.

Place value of 2 digit numbers
1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones(tens rod and small cube)
  Understand the following as special cases:
-10 can be thought of as a bundle of ten ones —
called a "ten" (ten rod)
-The numbers from 11 to 19 are composed of a ten
and one, two, three, four, five, six, seven, eight, or
nine ones
-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
I can represent a 2 digit number with tens rods and small cubes.
I can find the value of the number in the tens digit,
I can find the value of the number in the ones digit.

Grade 2

Literacy	Math

Main Idea and supporting details in nonfiction text

RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe
- I can state the main topic of the text
- I can identify main topic and details
- ? Author's purpose ?

Write a paragraph that includes clear topic sentences and two supporting details.

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.

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I can statement
I can statement

Decoding 1 & 2 syllable words with blends, digraphs, & r-controlled

RF2.3.E Decode words that follow the six syllable types:
- Closed syllables,
- open syllable,
- vowel consonant-e,
- vowel teams,
- r-controlled,
- consonant-le

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I can statement

RF.2.4 Read grade level text with sufficient accuracy and fluency to support comprehension.

I can statement
I can statement
I can statement

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
- I can read numbers within 1,000.
- I can write numbers within 1,000.
- I can model and describe numbers within 1,000 in groups of tens.

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
- I can add using concrete models or drawings.
- I can add using strategies based on place value.
- I can subtract using concrete models or drawings.
- I can subtract using strategies based on place value.

Understanding real world problems

AR.Math.Content.2.OA.A.1 • Use addition and subtraction 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
- I can solve one-step addition word problems using a strategy of my choice.
- I can solve one-step subtraction word problems using a strategy of my choice.
- I can solve two-step addition word problems using a strategy of my choice.
- I can solve two-step subtraction word problems using a strategy of my choice.
- I can write an equation to match my strategy.

Time and Money (Skip counting)

AR.Math.Content.2.MD.C.7 - 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.

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I can statement

AR. Math.Content.2.MD.C.8 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?
- I can state the value of each coin and each dollar bill.
- I can skip count by 5's and 10's (nickels and dimes).
- I can use the ($ and ¢) symbols correctly.
- I can solve addition word problems involving money.
- I can solve subtraction word problems involving money.

Grade 3

Literacy	Math

Comprehension of Fiction Texts
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- I can ask questions in text
- I can answer questions to show my understanding
- I can cite text evidence to support my thinking.

Summarize a fiction text including the plot elements
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.
I can determine the plot elements of character, setting, problem and solution.
I can describe the main events of the story.
I can identify the theme.
I can recount stories in an order that makes sense.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

I can describe characters in a story.
I can explain what characters are thinking or feeling.
I can explain how a character's actions contribute to the sequence of events.

Comprehension of Nonfiction text
Main Idea and supporting details in nonfiction text
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea

I can determine the topic of a text.
I can recount information from the text.
I can explain how details support the text.
I can determine the main idea.
Provide evidence from the text to answer questions from the text
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
I can identify and use key terms.(time, sequence,cause/effect, relationship)
I can describe relationships in a text. (historical events, scientific ideas, steps in a procedure.)
I can describe the sequence of events using vocabulary pertaining to time, sequence, and cause/effect.
Write a paragraph that includes clear topic sentences and two supporting details that includes complete sentences and correct punctuation.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- I can develop the topic using quotes, quotations.
- I can develop the topic using true definitions.
- I can develop the topic using relevant details and facts.
- I can introduce a topic using a main idea sentence.

Fluently multiply a 1-digit number by a 1-digit number
AR.Math.Content.3.OA.C.7
*memorize all one-digit by one-digit multiplication
- I can automatically recall an answer to any one-digit by one-digit multiplication problem. (DOK 1)

Multiplication & Division
AR.Math.Content.3.OA.C.7
*solve multiplication and division problems within 100
- I can accurately multiply within 100 by using a strategy I select. (DOK 2)
- I can accurately divide within 100 by using a strategy I select. (DOK 2)

Understand place value
AR.Math.Content.3.NBT.A.4
*represent a single number using place value strategies (base ten blocks, expanded form, flexible grouping: ten tens = one hundred, etc)
I can statement
I can statement
I can statement
Area
AR.Math.Content.3.MD.C.7
*relate area to the operations of multiplication and addition: (area models, decomposed rectangles to find easier facts)
- I can find the area of a rectangle with whole number side lengths by tiling it and I can explain how it relates to addition.
- I can find the area of a rectangle with whole number side lengths by tiling it and I can explain how it relates to multiplication.
- I can use the distributive property to find the area of a rectangle by using area models.
- I can use a decomposed rectangle to find the area.
- I can decompose a rectangle into non-overlapping rectangles.
- I can solve a real world problem by decomposing non-overlapping rectangles to find the area.

Fractions
AR.Math.Content.3.NF.A.1; 3.NF.A.3
*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)
- I can join unit fractions.
- I can compare fractions with the same numerator by reasoning about their size.
- I can compare fractions with the same denominator by reasoning about their size.
- I can explain comparisons of fractions and justify my thinking,

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 RL.3.4 I can determine the meanings of words and phrases within a text. I can identify general academic words and phrases in a text. I can determine the meaning of general academic words and phrases in a text.	

Grade 4

Literacy	Math
Draw inferences from text and use evidence from the text to support answers to questions about the text 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. • I can infer the main idea. • I can identify the key details in a text. • I can use key details to support inferences in text. • I can explain how the author conveys the main idea through key details. • I can infer meaning in text. **Main idea and supporting details in nonfiction texts** 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. • I can provide a summary of the text. • I can determine the topic of text. • I can determine the purpose of the text. • I can determine the main idea. **Compare and contrast two or more themes across texts** RL4.2 Examine a grade-appropriate literary text: -Determine a theme of a story, drama, or poem from details in the text. • I can determine the theme of a story, drama, or poem from details from literature. • I can summarize the text of a story, drama, or poem from details from literature. • I can identify the theme of a story, drama, or poem from details from literature. • I can infer details to infer details of theme of literature.	**Whole number place value up to 1 million** **AR.Math.Content.4.NBT.A.1** *****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 • I can recognize the value of each digit in a multi-digit whole number. (DOK1) • I can recognize the value of one place represents 10 times the place to its right. (DOK 2) I can apply multiplication or division to show concepts of place value. (DOK 2) **AR.Math.Content.4.NBT.A.2** *Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. • I can translate between standard form, word form, and expanded form for numbers up to one million. (DOK 1) • I can use symbols to record results of comparisons. (DOK1) • I can compare two numbers with digits up to one million based on the meanings of the digits in each place. (DOK2) **Equivalent fractions fluently** **AR.Math.Content.4.NF.A.1** *Generate equivalent fractions and use visual fraction models and partitioning *explain equivalence by showing one or more visual models and matching equations I can statement I can statement I can statement **AR.Math.Content.4.NF.C.6** *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) I can statement I can statement

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-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.
- I can statement
- I can statement
- I can statement

Write a paragraph that includes clear topic sentences and three supporting details and includes correct sentence structure and conventions.
W.4.2
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.
- I can develop the topic using quotes, quotations.
- I can develop the topic using true definitions.
- I can develop the topic using relevant details and facts.
- I can introduce a topic using a main idea sentence.

Determine author's purpose
RI.4.9
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- I can identify information within texts on the same topic.
- I can integrate information from two texts on the same topic.
- I can write information in a logical presentation form from two texts on the same topic.
- I can speak on information in a logical presentation from texts on the same topic.

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I can statement
Add/Subtract fractions fluently
AR.Math.Content.4.NF.B.3 *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)
I can statement
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I can statement
Multiply 2-digit by 2-digit
AR.Math.Content.4.NBT.B.5
*multiply one-digit by four-digit and two-digit by two-digit with area models, arrays, partial products, equations (standard algorithm is mastered in 5th grade)
- I can multiply whole numbers of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations. (DOK2)
- I can illustrate and explain multiplication of a whole number of up to four digits by a one-digit number using equations, rectangular arrays and area models. (DOK2)
- I can multiply a two-digit by two-digit number using strategies based on place value and the properties of operations. (DOK2)
- I can illustrate and explain multiplication of a two-digit by two-digit number using equations, rectangular arrays and area models. (DOK2)

Divide up to 3 digits by 1 digit
AR.Math.Content.4.NBT.B.6
*Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors
* Illustrate and explain the calculation by using equations, rectangular arrays, area models, and partial quotients.
*interpret remainders within context
I can statement
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Area and perimeter
State standard - State Standard
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Grade 5

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Literacy

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Math

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Identify main idea and details
in nonfiction texts
RI.5.2 Examine a grade-appropriate informational text:
● Determine the main idea of a text and explain how it is supported by key details.
- I can locate information using text features.
- I can determine the topic of text.
- I can determine the purpose of text.
- I can determine the central idea.
- I can infer the central idea.
- I can identify the key details in a text.
- I can use key details to support inferences in text.
- I can explain how the author conveys the main idea through key details.

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Operate fluently with whole numbers
5.NBT.5
fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm
1. I can multiply a multi-digit number by a single digit multiplier using the traditional algorithm. (DOK 1)
2. I can multiply a multi-digit number by a two-digit multiplier using the traditional algorithm. (DOK 1)
3. I can multiply a multi-digit number by a one- or two-digit multiplier using the traditional algorithm in the context of real-world problems. (DOK 2)

5.NBT.6
Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on:

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Compare and contrast characters and analyze character motivations across multiple texts, Infer and cite evidence

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).(RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the)

- I can identify the plot elements in a story.
- I can analyze the plot elements in a story.
- I can compare the plot elements in two or more stories.
- I can contrast the plot elements in two or more stories.
- I can use specific details in the text to support my comparison of two or more stories.
- I can use specific details in the text to support how two or more stories contrast.

- I can identify key details in a text.
- I can discuss and explain key details in a text.
- I can refer to details and examples in a text to explain what the text directly states.
- I can refer to details and examples in a text to explain and support my inferences.

Write a paragraph which includes a topic sentence, three supporting details and a concluding sentence

W.5.2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

I can statement
I can statement
I can statement

Integrate information from multiple texts

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

I can compare and contrast multiple accounts of the same event or topic
I can Integrate information from texts on the same topic.
I can Identify information within texts on the same topic.
I can describe how point of view influences how events are described.
I can identify the point of view in a text.

o Place value
o The properties of operations
o Divisibility rules; and
o The relationship between multiplication and division
• Illustrate and explain calculations by using equations, rectangular arrays, and area models

1. I can interpret the unknown quantity in a division problem and represent division of multi-digit whole numbers with base ten models (equal groups) and arrays/area models. (DOK 2)
2. I can relate division of multi-digit numbers to multiplication of those numbers. (DOK 2)
3. I can make sense of the partial quotient algorithm using a variety of methods and/or tools. (DOK 2)
4. I can use partial quotients to divide multi-digit whole numbers. (DOK 1)
5. I can solve problems using multi-digit division (including remainders). (DOK 2)

Add/subtract/multiply fluently with fractions
5.NF.A.2
Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators

1. I can use a variety of visual representations to understand the need for common denominators when adding fractions and mixed numbers. (supporting standard 5.NF.A.1) (DOK 1)
2. I can make equivalent fractions to change given fractions (to make common denominators) in order to solve an addition problem. (supporting standard 5.NF.A.1) (DOK 1)
3. I can use a variety of visual representations to understand the need for common denominators when subtracting fractions and mixed numbers. (supporting standard 5.NF.A.1) (DOK 1)
4. I can make equivalent fractions to change given fractions in a subtraction problem. (supporting standard 5.NF.A.1) (DOK 1)
5. I can interpret a word problem to determine if it requires addition or subtraction of fractions. (DOK 3)
6. I can solve addition and subtraction word problems with fractions using a variety of tools and drawings. (DOK 3)
7. I can solve addition and subtraction word problems with fractions using equivalent fractions with common denominators. (DOK 3)

AR.Math.Content.5.NF.B.6
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.

1. I can use models to multiply a fraction by a whole number (DOK 2)
2. I can multiply a whole number by a fraction using a traditional algorithm.
3. I can use models to multiply a fraction by a fraction. (DOK 2)
4. I can multiply a fraction by a fraction using a traditional algorithm.
5. I can multiply a fraction by a mixed number. (DOK 2)
6. I can multiply a mixed number by a mixed number. (DOK 2)
7. I can solve real-world fraction problems using a variety of tools. (DOK 3)

AR.Math.Content.5.NBT.A.1
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

1. I can recognize a multi-digit number represented with a variety of base-ten manipulatives. (DOK 1)
2. I can represent multi-digit numbers on a place value chart. (DOK 2)

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3. I can recognize the value of a digit that is ten times as much as a given digit. (DOK 1)
4. I can recognize the value of a digit that is 1/10 of a given digit. (DOK 1)
5. I can recognize that in a multi-digit number, a digit in one place represents 10 times as much as the same digit in the place to its right within the context of word problems. (DOK 3)
6. I can recognize that in a multi-digit number, a digit in one place represents 1/10 of the same digit in the place to its left within the context of word problems. (DOK 3)

AR.Math.Content.5.NBT.A.3

*represent a single number using place value strategies (base ten blocks, expanded form, flexible grouping: ten tens = one hundred, etc

1. I can model numbers from the 100,000,000s to thousandths using place value chips. (DOK 2)
2. I can relate whole-number and decimal models to digits in a place value chart. (DOK 2)
3. I can use a place value chart to read numbers from the 100,000,000s to the thousandths. (DOK 1)
4. I can write a number in word form from the 100,000,000s to thousandths. (DOK 1)
5. I can use base ten blocks, pictures, and place value charts to write a number in expanded form from the 100,000,000s to the thousandths. (DOK 1)
6. I can use base ten blocks, pictures, and place value charts to write a number in expanded form using exponents to show powers of 10. (DOK 2)
7. I can use picture representations, place value charts, and word form to write numbers in standard form from the 100,000,000s to the thousandths. (DOK 1)
8. I can use place value to compare whole-numbers and decimals using <,>,=. (DOK 2)

AR.Math.Content.5.NBT.B.7

*Add decimals to the hundredths using standard algorithms (base ten blocks, place value discs, place value 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)

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Grade 6

Literacy	Math
Text Features RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. I can identify how the structure of a text contributes to the development of the ideas. I can identify descriptive structure text. I can identify similarities and differences in a text. I can identify a problem and solution in a text. I can identify cause and effect in a text.	**Operate fluently with decimals** **6.NS.B.2** Use computational fluency to divide multi-digit numbers using a standard algorithm Note: A standard algorithm can be viewed as, but should not be limited to, the traditional recording system. A standard algorithm denotes any valid base-ten strategy. 1. I can divide multi-digit numbers in the context of real-world problems using the standard. algorithm with speed and accuracy, without any math tools (i.e., calculator, multiplication chart) (DOK 2)

I can identify chronological order in a text.
I can explain how text features contribute to the understanding of a text
I can identify bolded/highlighted words in a text.
I can identify a timeline in a text.
I can identify diagrams in a text.
I can identify graphs in a text.
I can identify maps in a text.
I can identify photos/captions in a text.
I can identify the headings/subheadings in a text.
I can identify the title of a text.

Infer the main idea and support the inference with details from the text

RI.6.2 Examine grade appropriate informational text: determine a central idea and how it is conveyed through particular details.
I can provide an objective summary of a text
I can use key details to support inferences in text.
I can infer the central idea.
I can determine the central idea using the main ideas in a text.
I can explain how the author conveys the main idea through key details.
I can determine the main idea in a text
I can determine the purpose of the text.
I can determine the topic of text.

Make inferences in fiction about characters and motivations and cite evidence from text

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
(I can statements incorporated into RL.6.3)
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.
I can define the elements of a plot
I can identify the setting
I can identify the problem
I can identify the solution
I can identify the events in the rising action
I can identify the climax
I can identify the events in the falling action
I can infer and cite evidence
I can analyze character's thoughts, actions, and motivations
I can explain the actions and interactions of characters
I can describe how a story's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution

Compare and Contrast Texts

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)
I can synthesize information from two authors to write a paragraph
I can compare and contrast text from two different authors
I can describe how character's perspective influences how events are described
I can identify character's perspective in a text
I can describe how point of view influences how events are described
I can identify the point of view in a text

2. I can explain the steps used by myself and others to solve division problems in isolation or in the context of real world problems. (DOK 3)

Possible target for intervention:
1. I can develop strategies to find the product of two numbers. (DOK 2)
*Note to instructor: Example strategies include listing multiples or using the distributive property to find a fact they know and build from there.

● Prerequisite skill Possibility for intervention: I can multiply multi-digit numbers in the context of real-world problems with speed and accuracy without any math tools (a standard algorithm is not limited to the traditional recording system).

(DOK 1)

6.NS.B.3
Use computational fluency to add, subtract, multiply, and divide multi-digit decimals and fractions using a standard algorithm for each operation Note: A standard algorithm can be viewed as, but should not be limited to, the traditional recording system. A standard algorithm denotes any valid base-ten strategy.
1. I can show an understanding of various procedures/algorithms to add decimals. (DOK 1)
2. I can apply my understanding of various procedures/algorithms to add decimals within the context of real-world problems. (DOK 2)
3. I can show an understanding of various procedures/algorithms to subtract decimals. (DOK 1)
4. I can apply my understanding of various procedures/algorithms to subtract decimals within the context of real-world problems. (DOK 2)
5. I can show an understanding of various procedures/algorithms to multiply decimals. (DOK 1)
6. I can apply my understanding of various procedures/algorithms to multiply decimals within the context of real-world problems. (DOK 2)
7. I can show an understanding of various procedures/algorithms to divide decimals by a whole number. (DOK 1)
8. I can apply my understanding of various procedures/algorithms to divide decimals by a whole number within the context of real-world problems. (DOK 2)
9. I can show an understanding of various procedures/algorithms to divide decimals by a decimal. (DOK 1)
10. I can apply my understanding of various procedures/algorithms to divide decimals by a decimal within the context of real-world problems. (DOK 2)
11. I can interpret real-world problems involving operations with decimals and solve them. (DOK 3)
12. I can explain the steps used by myself and others to solve division problems in isolation or in the context of real world problems. (DOK 3)

Operate fluently with fractions
6.NS.B.3
Use computational fluency to, multiply,fractions using a standard algorithm Note: A standard algorithm can be viewed as, but should not be limited to, the traditional recording system. A standard algorithm denotes any valid base-ten strategy
1. I can create models to show Multiplication of a fraction by a whole number (DOK 2)
2. I can use a traditional recording system to multiply a fraction by a whole. (DOK 1)
3. I can create models to show Multiplication of a fraction by a fraction. (DOK 2)
4. I can use a traditional recording system to multiply a fraction by a fraction. (DOK 1)
5. I can use distributive property to change a whole number to a fraction greater than 1 ($3\frac{1}{2} = 2/2 + 2/2 + 2/2 + \frac{1}{2} = 7/2$). (DOK 2)
6. I can use a traditional recording system to multiply mixed numbers. (DOK 1)

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

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

I can write informative/explanatory texts to convey ideas and information through the selection, organization, and analysis of relevant content.

I can provide a concluding statement that follows the information or explanation presented.

I can utilize transitional expressions to establish relationships among ideas and concepts.

I can develop the topic using facts, concrete details, quotations, or examples.

I can introduce a topic using a main idea sentence.

7. I can find the Greatest Common Factor (GCF) of two numbers. (DOK 1)
8. I can use GCF to simplify fractional factors before I multiply them. (DOK 1)
9. I can use GCF to simplify the product of two fractions or whole numbers (DOK 1)

6.NS.A.1

Interpret and compute quotients of fractions
Solve word problems involving division of fractions by fractions (e.g., by using various strategies, including but not limited to, visual fraction models and equations to represent the problem) For example: Create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. How many 3/4-cup servings are in 2/3 of a cup of yogurt? Note: In general, (a/b) ÷ (c/d) = ad/bc.

1. I can model division of fractions with manipulatives and/or visual diagrams. (DOK 2)
2. I can explain the procedure for dividing fractions through a visual model. (DOK 3)
3. I can write the multiplicative inverse (reciprocal) of a given fraction. (DOK 1)
4. I can divide fractions procedurally using the multiplicative inverse (reciprocal). (DOK 1)
5. I can understand how multiplication and division are related. (DOK 1)
6. I can interpret what the quotient represents in mathematical and real-world problems. (DOK 2)
7. I can create a real-world word problem to represent a division problem. (DOK 3)

Reason proportionally
6.RP.A.3

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):
• Use and create tables to compare equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane
• Solve unit rate problems including those involving unit pricing and constant speed For example: If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
• Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity)
• Solve problems involving finding the whole, given a part and the percent
 • Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities Example: How many centimeters are in 7 feet, given that 1 inch ≈ 2.54 cm?
7x12/1x2.54/1=213.36 cm
 Note: Conversion factors will be given. Conversions can occur both between and across the metric and English system. Estimates are not expected.

1. I can write a ratio from a picture. (DOK 1)
2. I can interpret a real-world problem to write ratios. (DOK 2)
3. I can write a ratio in three different ways: using the word to, using a colon, writing it as a fraction. (DOK 1)
4. I can represent a ratio using manipulatives and/or drawing a picture. (DOK 1)
5. I can create a table of equivalent ratios. (DOK 2)
6. I can interpret a table of equivalent ratios (unit rate discovery). (DOK 2)
7. I can interpret a table to find missing values and equivalent rates/ratios. (DOK 2)
8. I can plot pairs of values from a rate table to a coordinate plane. (DOK 1)
9. I can select appropriate strategies to solve ratio and rate problems, such as: tables of equivalent ratios, tape diagrams, double number lines or equations, graphs. (DOK 2)

I can interpret real-world problems and solve them using ratios and rates (including converting units of measure). (DOK 2)
11. I can convert units by multiplication or division. (DOK 1)
12. I can reason with unit rates to find the better buy. (DOK 3)
13. I can represent the relationship of part to whole to describe percents using models (hundreds grid, proportion table, tape diagram). (DOK 1)
14. I can write a percent as a rate over 100 including percents greater than 100 and less than 1. (DOK 1)
15. I can find the percent of a number using bar models. (DOK 2)
16. I can find the percent of a number by multiplying the number by the percent within the context of real world problems. (DOK 1)

Understand measures of central tendencies
6.SP.A.1
Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers For example, 'How old am I?' is not a statistical question, but 'How old are the students in my school?' is a statistical question because one anticipates variability in students' ages. Note: Statistics is also the name for the science of collecting, analyzing and interpreting data. Data are the numbers produced in response to a statistical question and are frequently collected from surveys or other sources (i.e. documents).

1. I can recognize that responses to statistical questions have variations that can be used to draw conclusions about the data set. (DOK 1)
2. I can understand that the data generated from statistical questions vary. (DOK 1)
3. I can identify the difference between a statistical question and a non-statistical question. (DOK 2)
4. I can formulate and write simple statistical questions that provide differences in responses. (DOK 1)

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)

1. I can calculate the mean of a set of data. (DOK 1)
2. I can calculate the median of a set of data. (DOK 1)
3. I can calculate the mode of a set of data. (DOK 1)
4. I can calculate the range of a set of data. (DOK 1)
5. I can understand that data collected to answer a statistical question can be analyzed by their distribution. (DOK 1)
6. I can create a line plot to show the distribution of a set of data. (DOK 2)
7. I can create a histogram to show the distribution of a set of data. (DOK 2)
8. I can create a box plot to show the distribution of a set of data. (DOK 2)
9. I can describe a set of data using its center (mean, median, mode, range), its spread (range), and overall shape (line plot, histogram, or box plot). (DOK 2)

6.SP.B.5
Summarize numerical data sets in relation to their context, such as by:
 • Reporting the number of observations
• Describing the nature of the attribute under investigation, including how it was measured and its units of measurement
• Calculate quantitative measures of center (including but not limited to median and mean) and variability (including but not limited to interquartile range and mean absolute deviation)
• Use the calculations to describe any overall pattern and any striking deviations (outliers) from the overall pattern with reference to the context in which the data were gathered Note: Instructional focus should be on summarizing and describing data distributions.
• Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. For example, demonstrate in the case where there are outliers in the data median would be a better measure of center than the mean.

	I can:
	1. Read graphs to find the number of observations (sample size) of a data set. (DOK 1)
	2. organize my data on a plot or graph (DOK 2)
	3. calculate the mean using my data (DOK 1)
	4. calculate the median using my data (DOK 1)
	5. calculate the mode using my data. (DOK 1)
	6. calculate the range using my data (DOK 1)
	7. calculate the mean absolute value using my data. (DOK 1)
	8. make a presentation to communicate a deep understanding of the data collected including measures of center, spread, and outliers. (DOK 3)

"On Grade Level" - Defined

Pre-Kindergarten

Literacy & School Behaviors	Math
Understanding of letter knowledge	Number recognition and counting to 5
Correctly writing first name	One-to-one correspondence
Phonemic Awareness/ Word Play appropriate for early literacy	
Class Instruction on Carpet	
Raise Hand and Take Turns Sharing Ideas & Questions	

Kindergarten

Literacy	Math
Letter Knowledge Mastery (recognition, sounds, and writing)	Recognize and Write Numbers 0-20
Decode/Blend CVC words (beginning,middle,ending sounds)	Addition and Subtraction (fluent to 10)
Sight Word Recognition	Place Value (Teen numbers)
Story Comprehension (ask/answer questions, retell)	One-to-One
With Write a simple phrase, with prompting and support	Shapes

Grade 1

Literacy	Math
Decode one syllable words that include blends, digraphs, magic e, and vowel teams. Identify main idea and supporting details in nonfiction text Write a complete sentence	Addition/Subtraction Fluency, 1 digit numbers Place value of 2 digit numbers

Grade 2

Literacy	Math
Identify main idea and supporting details in nonfiction text Write a paragraph that includes clear topic sentences and two supporting details. Decode with fluency 1 & 2 syllable words with blends, digraphs, & r-controlled	Understand place value of 3 digit numbers Regrouping with 2 digit numbers (addition/subtraction) Understanding real world problems and money Skip counting with, 2, 5, & 10

Grade 3

Literacy	Math
Ask & answer questions to demonstrate understanding and summarize a fiction text including the plot elements Determine main idea and supporting details in nonfiction text Provide evidence from text to answer questions from the text Write a paragraph that includes clear topic sentences and two supporting details that includes complete sentences and correct punctuation. Determine word meaning including: (affixes, in context and figurative language)	Fluently multiply a 1-digit number by a 1-digit number Fluently divide basic facts Understand place value to thousands Understand perimeter Fractions

Grade 4

Literacy	Math
Draw inferences from text and use evidence from the text to support answers to questions about the text Determine main idea and supporting details in nonfiction texts Compare and contrast two or more themes across texts	Whole number place value up to 1 million Equivalent fractions fluently Add/Subtract fractions fluently Multiply 2-digit by 2-digit Divide up to 3 digits by 1 digit

Write a paragraph that includes clear topic sentences and three supporting details and includes correct sentence structure and conventions.	Area and perimeter

Grade 5

Literacy	Math
Identify main idea and details in nonfiction texts	**Operate fluently with whole numbers**
Compare and contrast characters and analyze character motivations across multiple texts	**Add/subtract/multiply fluently with fractions**
Infer and cite evidence	
Write a paragraph which includes a topic sentence, three supporting details and a concluding sentence	

Grade 6

Literacy	Math
Infer the main idea and support the inference with details from the text	**Operate fluently with decimals**
Make inferences in fiction about characters and motivations and cite evidence from text	**Operate fluently with fractions**
	Reason proportionally
Determine author's purpose	**Understand measures of central tendencies**
Write a paragraph with a topic sentence, three supporting details with evidence or examples for each detail and a concluding sentence.	