



California's **COMMON CORE** Content Standards Second Grade

Map to Current Standards Prompts for Implementation

Essential Skills/Concepts
Academic Vocabulary
Question Stems

California CCSS assessments are set to roll out in the spring of 2014.
The earliest that new CCSS curriculum is projected to be considered for adoption will be 2014-15.
We are launching into CCSS using the curriculum and the materials we have now.
The prompts for implementation in this document were prepared by the Tulare County Office of Education.
The map to current standards was created by the Sacramento County Office of Education.
Together, they appear to be a good starting point for CCSS implementation.

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California's
COMMON CORE
Content Standards for
ELA and Mathematics
Second Grade

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READING STANDARDS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

LITERATURE

Key Ideas and Details

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CURRENT standard: 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).

RL 1.1

1. Ask and answer questions about key details in a text.

RL 2.1

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL 3.1

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|-------------|
| • question | |
| • answer | |
| • demonstrate | demostrar |
| • key details | detalles |
| • understanding | |
| • text | texto |
| • details | detalles |
| • information | información |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

ESSENTIAL SKILLS/CONCEPT

- Ask questions
- Answer questions (who, what, where, when, why)
- Understand which details are more important to the story.
- Demonstrate how the key details support or move the story forward

QUESTIONS STEMS

- Who is this story about?
- Where did it take place?
- Which of these details is really important to the story?
- How does knowing where the story takes place, help us understand the story?
- Can you outline the key details in the text?
- Where in the passage did you find that key detail?
- How do you know that is a key detail?
- What might you want to know about...?
- Don't forget to ask yourself/partner
 - What does this character want?
 - Who are the main characters?
 - What is the author trying to tell me?
 - What is the main message of the story?

READING STANDARDS

Key Ideas and Details

Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CURRENT standard: 1.8 Retell stories, including characters, setting, and plot.

RL 1.2

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL 2.2

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL 3.2

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|-----------------|
| • recount | |
| • fables | fábulas |
| • folktales | |
| • determine | determinar |
| • central message | mensaje central |
| • moral | moraleja |
| • resolution | resolución |
| • sequence | secuencia |
| • problem | problema |

ESSENTIAL SKILLS/CONCEPT

- Retell: stories , fables, folktales from different cultures
- Answer questions about the text.
- Determine the 'big idea' about the lesson or moral of story
- Synthesize the message and connect to other stories or lessons.

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students read *fables and folktales from diverse cultures* that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*, and paraphrase *their central message, lesson, or moral*.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the central message in this story, fable, or folktale?
- Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale.
- What is the moral of the story? fable? folktale?
- How is this story, fable, folktale different from what you already know?
- Where does this story come from?

READING STANDARDS

Key Ideas and Details

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CURRENT standard: 2.6 Recognize cause-and effect relationships in a text. 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).

RL 1.3

3. Describe characters, settings, and major events in a story, using key details.

RL 2.3

3. Describe how characters in a story respond to major events and challenges.

RL 3.3

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ACADEMIC VOCABULARY/ COGNATES

- describe describir
- major event
- minor event
- major/minor characters
- interaction of characters
- challenges
- sequence of events

ESSENTIAL SKILLS/CONCEPT

- Understand sequence of events in a story
- Identify major and minor events in a story
- Identify major and minor characters in a story
- Describe how characters face different events and challenges in story
- Understand that characters change as a result of what happens during the story.

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Tasks:

Students *describe how the character* of Bud in Christopher Paul Curtis' story *Bud, Not Buddy* *responds to a major event* in his life of being placed in a foster home.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Retell the story in sequential order.
- Who are the major and minor characters?
- How do the major/minor characters respond to important challenges in the story?
- What effect do the events in the story have on the characters?
- What decision could the characters have responded to differently?
- How does the character change?

READING STANDARDS

Craft and Structure

Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CURRENT standard: 3.4 Use rhythm, rhyme, and alliteration in poetry. CCS include specificity not included in CA standards

RL 1.4

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL 2.4

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL 3.4

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|-------------|
| • distinguish | distinguir |
| • alliteration | aliteración |
| • emphasis | énfasis |
| • rhyme | rima |
| • rhythm | ritmo |
| • repetition | repetición |

ESSENTIAL SKILLS/CONCEPT

- Distinguish between words and phrases
- Distinguish the “cadence” of spoken language
- Ability to hear same and/or differing sounds in words
- Ability to see and hear the pattern of the spoken language
- Know that alliteration means words start with the same or similar sounds
- Know that often authors repeat the same lines for emphasis or effect

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Can you identify words that rhyme
- What is difference between a word, a phrase, or a sentence?
- Find a sentence that shows an example of alliteration.
- Can you come up with a sentence where all the words start with the letter _____?
- Identify words that rhyme
- Identify and clap the rhythm in a stanza
- Do you see any repetition in this story, poem, or song?
- Why do you think the author repeated that line?
- How do you know this is a poem and not a story?

READING STANDARDS

Craft and Structure

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CURRENT standard: 2.6 Recognize cause-and effect relationships in a text. CA standards partially address this in 3.1 Literary Analysis – compare and contrast plots, settings, and characters presented by different authors

RL 1.5

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL 2.5

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL 3.5

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|----------|
| • analyze | analizar |
| • text | texto |
| • paragraph | párrafo |
| • section | sección |
| • chapter | capítulo |

ESSENTIAL SKILLS/CONCEPT

- Distinguish between words and phrases
- Distinguish the “cadence” of spoken language
- Ability to hear same and/or differing sounds in words
- Ability to see and hear the pattern of the spoken language
- Know that alliteration means words start with the same or similar sounds
- Know that often authors repeat the same lines for emphasis or effect

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Tasks:

Students *describe the overall story structure of *The Thirteen Clocks* by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end.*

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Describe the beginning, middle, and end of the story
- What are the character’s problems?
- Read to your partner the section where the character’s problem begins to be solved?
- How does the character solve the problem?
- Look at this section, why did the author add _____?
- Analyze this paragraph, what is the author trying to tell you?
- What information does the author include at the beginning of the story that helps you understand the rest of the story?
- In which part of the story does most of the action occur?

READING STANDARDS

Craft and Structure

Anchor: Assess how point of view or purpose shapes the content and style of a text.

CURRENT standard: 3.1 Compare and contrast plots, settings, and characters presented by different authors. Point of view in later grades of CA standards

RL 1.6

6. Identify who is telling the story at various points in a text.

RL 2.6

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL 3.6

6. Distinguish their own point of view from that of the narrator or those of the characters.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|----------------|
| • distinguish | distinguir |
| • point of view | punto de vista |
| • opinion | opinion |
| • dialogue | diálogo |
| • contrast | contrastar |

ESSENTIAL SKILLS/CONCEPT

- Understand and identify point of view
- Distinguish one character's point of view from another character's
- Understand character's voice in literature
- Distinguish between characters' voices when reading aloud
- Use different voices for different characters (e.g., high, gruff, low exited,).

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Describe the difference between the two character's points of view?
- Can you change your voice so it sounds like the character might sound?
- What makes the characters say or act differently?
- Why was it important for the author to use dialogue?
- How are the characters different or alike?
- What contrast can you make between the characters?
- Would you think the same way as the character does? Why? Why not?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CURRENT standard: Digital text not mentioned in CA standards

RL 1.7

7. Use illustrations and details in a story to describe its characters, setting, or events.

RL 2.7

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL 3.7

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|---------------|
| • illustrations | ilustraciones |
| • character | |
| • setting | |
| • plot | |
| • digital text | texto digital |

ESSENTIAL SKILLS/CONCEPT

- Understand character, plot, and setting
- Analyze text information & illustrations to understand deeper meaning of the story
- Use opportunities to explore books or stories as digital text.

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What clues do the illustrations in the story provide to help you understand the setting in the story?
- What clues do the illustrations in the story provide to help you understand the characters in the story?
- What clues do the illustrations in the story provide to help you understand the plot of the story?
- Today you will use the computer to read this story.
- When you use the computer station, you will be using this site to read some stories.
- What did you learn about the characters setting, or plot from the words the author used?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Not applicable

CURRENT standard: not applicable

RL 1.8

8. (Not applicable to literature)

RL 2.8

8. (Not applicable to literature)

RL 3.8

8. (Not applicable to literature)

NOTES

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CURRENT standard: 3.1 Compare and contrast plots, settings, and characters presented by different authors. 3.3 Compare and contrast different versions of same stories that reflect different cultures.

RL 1.9

9. Compare and contrast the adventures and experiences of characters in stories.

RL 2.9

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL 3.9

9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ACADEMIC VOCABULARY/

COGNATES

- | | |
|------------------|----------------|
| • compare | compare |
| • contrast | contrastar |
| • author | autor |
| • culture | cultura |
| • character | |
| • plot | |
| • theme | tema |
| • story | |
| • interpretation | interpretación |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

ESSENTIAL SKILLS/CONCEPT

- Compare and contrast the same text different authors
- Compare and contrast selected text from different cultures

QUESTIONS STEMS

- Why do you think the authors created their own version of the same story?
- What are some of the differences you notice in the two stories?
- Did the authors change the main ideas in their versions of the story?
- Compare and contrast the differences in the authors' interpretation.
- Which culture (country) is represented in this story?
- What is the relationship between the two stories?
- What would have happened in the story if the cultural setting was different?

READING STANDARDS

Range of Reading & Level of Text Complexity

Anchor: Read and comprehend complex literary and informational texts independently and proficiently.

CURRENT standard: Grade 2-3 text complexity band is specific to the CCS; not part of CA standards

RL 1.10

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

- a. Activate prior knowledge related to the information and events in a text.
- b. Confirm predictions about what will happen next in a text.

RL 2.10

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL 3.10

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|---------------|
| • comprehend | comprender |
| • independently | independiente |
| • proficiently | |
| • literature | literatura |
| • character | |
| • plot | |
| • setting | |
| • author | autor |

ESSENTIAL SKILLS/CONCEPT

- Recognize a variety of text (stories, poetry)
- Comprehend literature at grade 2-3 complexity levels
- Read independently and proficiently at grade 2-3 complexity levels
- Read text with multiple layers of meaning
- Read text with implicit and unconventional structures
- Read text with figurative, purposeful, and academic vocabulary

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Please keep track of the stories you are reading at home by having your parents sign the sheet.
- Have you read any poems, adventure stories, or fairy tales lately?
- Can you tell me what you have like so far about the text (prose/poetry)
- Does this story/poem remind you of any other stories/poems we have read?
- Compare this piece to other pieces of text you have read.
- Identify similarities between the two pieces.
- What other stories or poems have you read about ____?
- Predict what you think will happen next in the story?
- What makes you think that will happen?
- How do you know?

READING STANDARDS

INFORMATIONAL TEXT

Key Ideas and Details

Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CURRENT standard: not applicable

RI 1.1

1. Ask and answer questions about key details in a text.

RI 2.1

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI 3.1

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|---------------|
| • question | |
| • answer | |
| • demonstrate | demonstración |
| • details | detalle |
| • text | texto |
| • outline | |
| • passage | pasaje |

ESSENTIAL SKILLS/CONCEPT

- Demonstrate understanding of character
- Ask questions
- Answer who, what, where, when, why questions
- Understand key details
- Identify main ideas and key details within the text

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students read Alikí's description of *A Medieval Feast* and *demonstrate* their *understanding* of all that goes into such *an event* by asking *questions* pertaining to *who*, *what*, *where*, *when*, *why*, and *how* such a meal happens and by *answering using key details*.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Asking yourself questions that will help you understand the story like: Who is this story about? Where did it take place? What is happening now?
- Why do you think the author included that detail?
- Where in the passage did you find that key detail?
- How do you know that is a key detail?
- What details are important in order to tell the story?
- How do the key details make a difference at the end of the story?

READING STANDARDS

Key Ideas and Details

Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CURRENT standard: not applicable

RI 1.2

2. Identify the main topic and retell key details of a text.

RI 2.2

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI 3.2

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|-----------------|
| • paragraph | párrafo |
| • multi-paragraph | varios párrafos |
| • main topic | |
| • key details | |
| • focus | |
| • graphic organizer | |

ESSENTIAL SKILLS/CONCEPT

- Identify main topic within a multi paragraph text
- Identify the topic sentence of each paragraph in a text
- Determine how each paragraph supports the main topic being addressed by the author
- Identify main ideas, key details in a multi- paragraph text
- Understand how to recount details in a multi paragraph text

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the main idea of this text?
- What is the topic sentence in this paragraph?
- What additional details does the author give us in this paragraph that helps us understand the main topic?
- Construct the main ideas of multiple paragraphs in a text
- Is there a map or graphic organizer you can use to keep track of the main ideas of each paragraph?
- List some of the supporting details in found in this multi-paragraph text.
- What is the focus of this paragraph?

READING STANDARDS

Key Ideas and Details

Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text

CURRENT standard: 2.6 Recognize cause-and effect relationships in a text. CA Grade 5: Literary Response 3.0

RI 1.3

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI 2.3

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI 3.3

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ACADEMIC VOCABULARY/ COGNATES

• compare	comparar
• contrast	contraste
• sequence	secuencia
• historical	histórico
• technical	técnica
• scientific	científicos
• timeline	línea de tiempo

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

ESSENTIAL SKILLS/CONCEPT

- Compare and contrast scientific ideas or concepts
- Demonstrate understanding of the sequence of historical events
- Comprehend and show understanding of the sequence of steps in a technical procedure
- Describe how one event, scientific event, or step in a procedure influences another

QUESTIONS STEMS

- How did inventing _____ change history?
- How did the life of (*historical figure*) effect people today?
- Which step would you do first? Which would you do last?
- How has this _____ changed over time?
- Show me how scientific ideas or concepts are the same and how they are different?
- Using a timeline sequence the historical events
- Compare the historical events to your present life. Is the past important? What can we learn from the past?
- Why is it important to do step 1 in a technical procedure before step 3?
- What do you think would happen if you did not follow the steps in order?

READING STANDARDS

Craft and Structure

Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CURRENT standard: not applicable

RI 1.4

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text..(See grade 1 Language standards 4-6 on pages 19-20 for additional expectations.)

RI 2.4

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI 3.4

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------------|---------------------|
| • root word | |
| • compound word | palabras compuestas |
| • prefixes | prefijos |
| • suffixes | sufijos |
| • dictionary | diccionario |
| • digital dictionary | diccionario digital |

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *determine the meanings of words and phrases* encountered in Sarah L. Thomson's *Where Do Polar Bears Live?*, such as cub, den, blubber, and the Arctic.

SBAC Claim # 5: Use oral and written language skillfully

ESSENTIAL SKILLS/CONCEPT

- Determine the meaning of root words in a text
- Determine the meaning of new words using prefixes and suffixes
- Identify the meaning of compound words
- Use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas
- Understand that sometimes when a word is used in a phrase the meaning of the word may change

QUESTIONS STEMS

- Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word
- What will you do if you come to a word you don't know?
- Remember to look at our poster if you need help understanding a word.
- What strategies can you use to help find out what a word means?
- How does the particular meaning of the same word change in different contexts?
- Explain the meaning of the word that includes a prefix or suffix from the text.
- Did you try using the computer's dictionary to find the meaning of the word?

READING STANDARDS

Key Ideas and Details

Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole.

CURRENT standard: 2.1 Use titles, table of contents, and chapter headings to locate information in expository text. CA includes diagram, chart, graph; CCS also includes captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.

RI 1.5

5. Know and use various text **structures** (e.g., **sequence**) and **text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI 2.5

5. Know and use various **text features** (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI 3.5

5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|--------------|------------|
| • bold print | |
| • subheading | subpartida |
| • caption | |
| • icons | iconos |
| • glossaries | glosarios |
| • indexes | índices |

ESSENTIAL SKILLS/CONCEPT

- Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices
- Show understanding of key facts or information in the text

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- Can you find _____ feature in the text?
- Open you book. Find the index, glossary, a heading.
- Put your finger on the word that is bolded.
- Are there any words that are written in bold print? Why do you think the author wrote that word in bold?
- Where would you find a glossary or index in your book?
- Retell key facts from text.
- Under the subheading of _____, find a key fact.
- Why are icons important and how do they help us locate key facts?
- On the computer can you find the icon that means undo, save, Internet Explorer?
- I will show you some icons you tell me what they mean.

READING STANDARDS

Craft and Structure

Anchor: Assess how point of view or purpose shapes the content and style of a text.

CURRENT standard: 2.2 State purpose in reading (i.e., tell what information is sought). 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.5 Restate facts and details in the text to clarify and organize ideas.

RI 1.6

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI 2.6

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI 3.6

6. Distinguish their own point of view from that of the author of a text.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|------------------------|
| • main purpose | el propósito principal |
| • author's intent | la intención del autor |
| • description | descripción |
| • explanation | explicación |
| • passage | pasaje |

ESSENTIAL SKILLS/CONCEPT

- Demonstrate understanding of author's intent
- Determine the information from the text.

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students read Selby Beeler's *Throw Your Tooth on the Roof: Tooth Traditions Around the World* and identify what Beeler wants to answer as well as explain the main purpose of the text.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the author's intent in this text?
- What does the author explain or describe in this passage?
- Describe the information the author gives you in the text.
- After reading the text, what information did the author describe to you? Summarize the author's intent.
- Determine the author's _____ (description, explanation) from the text.
- In the text we just read is the author trying to explain, describe or answer something. What makes you think that?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CURRENT standard: 2.7 Interpret information from diagrams, charts, and graphs. CA does not reference images

RI 1.7

7. Use the illustrations and details in a text to describe its key ideas.

RI 2.7

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI 3.7

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|--------------|
| • images | imagenes |
| • diagram | diagrama |
| • charts | |
| • graphs | gráfica |
| • clarify | aclarar |
| • example | ejemplo |
| • conclusions | conclusiones |

ESSENTIAL SKILLS/CONCEPT

- Use pictures and diagrams to gather information for clarification of meaning
- Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about
- Connect illustrations with the message

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *explain how the specific image* of a soap bubble and *other* accompanying illustrations in Walter Wick's *A Drop of Water: A Book of Science and Wonder* contribute to and clarify their understanding of bubbles and water.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- How does reading the chart, diagram help you understand what the author is trying to say?
- What information did you gather from that _____ diagram that aided your understanding?
- Restate the important facts from the chart or graph using the _____.
- What examples can you find to _____?
- What conclusions can you draw _____?
- How can you make use of these facts and graphs?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CURRENT standard: not applicable

RI 1.8

8. Identify the reasons an author gives to support points in a text.

RI 2.8

8. Describe how reasons support specific points the author makes in a text.

RI 3.8

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|------------|
| • reasons | razones |
| • justify | justificar |
| • explain | explicar |
| • details | detalles |
| • support | |
| • main purpose | |

ESSENTIAL SKILLS/CONCEPT

- Be able to justify author's main points.
- Know how to link people and their ideas
- Know that an author writes to share what he/she thinks
- Know that authors use details to help make a point
- Understand that authors try to explain their thinking
- Know that an author may have more than one reason to explain his thinking

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students *describe the reasons* behind Joyce Milton's statement that bats are nocturnal in her *Bats: Creatures of the Night* and how she *supports the points* she is making in the text.

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What does the writer think about the problem?
- Explain in your own words the reasons that support the author's main purpose.
- Why do you think the author wrote that?
- What details did the author use to support his/her main purpose?
- Did the author justify his/her ideas?
- Why did the author write this piece?

READING STANDARDS

Integration of Knowledge and Ideas

Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CURRENT standard: CA Grade 4: 2.5 Comprehension

RI 1.9

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI 2.9

9. Compare and contrast the most important points presented by two texts on the same topic.

RI 3.9

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

ACADEMIC VOCABULARY/ COGNATES

• compare	comparar
• contrast	contraste
• illustrations	ilustraciones
• key details	detalles clave
• text	texto
• similarities	similitudes
• differences	diferencias

ESSENTIAL SKILLS/CONCEPT

- Analyze texts
- Identify the points the author is making
- Identify the key details presented
- Describe the similarities of both texts
- Describe the differences between both texts.
- State the biggest difference between the two texts?
- State which piece of text do you like best? Why?

TEACHING NOTES AND STRATEGIES

SBAC Claim # 1: Read Closely & Critically

QUESTIONS STEMS

- What is the text about?
- What are the key details
- Read both texts. What is the difference between them? (contrast)
- How are the two pieces a like? (compare)
- Can you fill in the Thinking Map showing the similarities and differences between the two texts?
- How were the illustrations used in both books?
- What did the illustration in the books tell you?
- Can you tell your partner what is the same/different about what you are reading?

READING STANDARDS

Range of Reading & Level of Text Complexity

Anchor: Read and comprehend complex literary and informational texts independently and proficiently.

CURRENT standard: Grade 2-3 text complexity band is specific to the CCS; not part of CA standards. Reference to history/social studies, science, and technical text not included in CA standards.

RI 1.10

10. With prompting and support, read informational texts appropriately complex for grade 1.

- a. Activate prior knowledge related to the information and events in a text.
b. Confirm predictions about what will happen next in a text.

RI 2.10

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 3.10

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|----------------------|---------------------------|
| • illustrations | ilustraciones |
| • graphics | gráficos |
| • text | texto |
| • textual features | características textuales |
| • author | autor |
| • informational text | texto informativo |
| • self-monitoring | |

ESSENTIAL SKILLS/CONCEPT

- Experience reading grade level science textbooks
- Experience reading grade level history/social science textbooks
- Read informational texts independently and proficiently
- Know how to use text feature to help comprehend informational text
- Know how to self-monitor for understanding

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Do you have any questions about what you are reading?
- If you don't understand, who can you ask to help you?
- Did you use the illustrations/graphics to help you understand?
- Point to a textual feature – Why do you think the author included it?
- What graphics help you the most?
- How is the informational text different from _____?
- You might want to read this book about _____. It has a lot of useful information.

READING STANDARDS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

FOUNDATIONAL SKILLS

Phonics & Word Recognition

Anchor: Not applicable

CURRENT standard: 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel consonant vowel = su/per; vowel consonant/ consonant vowel = sup/per). 1.3 Decode two-syllable nonsense words and regular multi-syllabic words.

RF 1.3

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade appropriate irregularly spelled words.

RF 2.3

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

RF 3.3

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

READING STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- | | |
|------------------|--------------|
| • evidence | |
| • suffixes | sufijos |
| • prefixes | prefijos |
| • multi-syllable | multi-sílaba |
| • appropriate | apropiado |
| • irregular | irregular |

ESSENTIAL SKILLS/CONCEPT

- Understand that meaningful chunks can be added to words to change their meaning
- Understand that prefixes are added to the beginning of the word
- Know the meaning of common prefixes such as re-; un-; dis-; etc.
- Understand that suffixes are added to the ending of a word
- Recognize the derivational suffixes, ly-; -ish; -hood;-ful; ness; ment; etc, and how they change the meaning of a word.
- Recognize common Latin suffixes, such as -ment; -ation, -ly; -able/ible; etc.
- Recognize and use common syllable patterns such as doubles, to help decode multi-syllabic words
- Know and read fluently regularly spelled words

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Are there any chunks you know that can help you figure out what this word means?
- Does the word have suffixes or prefixes you know?
- How many parts do you hear in that word?
- Are there any patterns you can use to help you write that word?

READING STANDARDS

Fluency

Anchor: Not applicable

CURRENT standard: 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. CA standards do not specifically link fluency to supporting comprehension

RF 1.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF 2.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF 3.4

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|----------------|-------------|
| • selection | selección |
| • strategies | estrategias |
| • paragraph | párrafo |
| • fluently | fluidez |
| • expression | expresión |
| • skimming | |
| • scanning | |
| • self-monitor | |

ESSENTIAL SKILLS/CONCEPT

- Set a purpose for reading
- Use expression when reading
- Use strategies for self-correction
- Skim text to check for understanding
- Scan text to confirm understanding
- Re-read for fluency and comprehension
- Self-monitor for understanding

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Why did you choose this selection?
- What can you do when the story/text doesn't make sense?
- What strategies can you use when you don't understand the text?
- Can you read this paragraph fluently and with expression?
- Why is it important to scan the page?
- Did you skim the page looking for information?
- When you self-monitor, you _____.
- What does it mean to read fluently?
- Did you re-read the part you didn't understand?

WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

WRITING

Text Types & Purposes

Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CURRENT standard: 1.1 Group related ideas and maintain a consistent focus CA standards do not include as much specificity (e.g., use linking words).

W 1.1

1. 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 2.1

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W 3.1

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - d. Provide a concluding statement or section

ACADEMIC VOCABULARY/ COGNATES

- argument
- support claims
- substantive topics
- valid reason razón válida
- evidence

ESSENTIAL SKILLS/CONCEPT

- Understand the concept of having an opinion
- Ability to express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.
- Ability to write a brief opinion piece about a book or story. Provide a reason for that opinion.
- Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate or sum up the writing.

TEACHING NOTES AND STRATEGIES

See Appendix C: Owl Moon* page 15 - 16
SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- Who is your audience?
- What is your purpose for writing?
- From what point of view will you be writing?
- Did I completely explain my opinion of topic or argument in my paper?
- Does the reader know my opinion?
- How did I support my opinion with details?
- Did I include transitional or linking words?
- Did my opinion end with a strong conclusion?
- Does your conclusion sum up or restate your opinion or purpose?
- What linking words could you use to help your reader follow your thinking?

WRITING STANDARDS

Text Types & Purposes

Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CURRENT standard: CA standards –narrative and friendly letter at Grade 2; informative and explanatory not a focus at Gr. 2 of CA

W 1.2

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W 2.2

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W 3.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

ACADEMIC VOCABULARY/ COGNATES

• topic	tema
• inform	informar
• explain	explicar
• topic sentence	
• examples	ejemplos
• definitions	definiciones
• details	detalles
• quote	cotización

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

ESSENTIAL SKILLS/CONCEPT

- Know the difference between writing text to inform or explain
- Know how to write a topic sentence
- Know how to group related information together
- Understand the importance of including illustrations
- Use fact, definitions, and details to develop topic
- Use linking words and phrases to connect ideas
- Know how to conclude by using a statement or explanation

QUESTIONS STEMS

- Are you writing to inform or explain?
- What is your topic?
- Did you begin you writing with a topic sentence?
- What example, definitions, and details will you use to explain your topic?
- Talk to a partner about your topic. Can you get a quote from your partner for you writing?
- Why did you choose this topic?
- What details will you use to explain your topic?
- What examples would help you explain your topic?
- Can you use a quote? Why would this be important?
- Where can you find more information about your topic?

WRITING STANDARDS

Text Types & Purposes

Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CURRENT standard: 2.1 Write brief narratives based on their experiences. a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. CA standard focuses on sequence of events and story elements in Grade 2 but do not address temporal words to signal events and sense of closure

W 1.3

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W 2.3

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.

W 3.3

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------------|-------------|
| • setting | |
| • major/minor character | |
| • problem | problema |
| • details | detalles |
| • descriptive words | |
| • information | información |
| • events | |
| • details | detalles |
| • experience | experiencia |

TEACHING NOTES AND STRATEGIES

See Appendix C: My First Tooth* page 17
SBAC Claim # 2: Write Effectively

ESSENTIAL SKILLS/CONCEPT

- Know that a narrative tells a story
- Understand who is telling the story
- Know how to move from one event to another
- Use the character's words to help explain what is happening in the story
- Understand how using time words moves the story forward
- Recognize temporal words
- Understand story elements
- Understand dialoguing

QUESTIONS STEMS

- Who is your story about?
- Where does your story take place? (Setting)
- Why was this setting important to your story?
- Did you use words like earlier, later, soon, to show how time is changing in the story?
- What problem will the main character face?
- Does the problem change the character's acts or thoughts?
- Have you used details that will help your readers see and know the characters?
- What events will lead up to your conclusion?
- Where can you add more descriptive words and information to make your story more exciting?

WRITING STANDARDS

Production & Distribution of Writing

Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CURRENT standard: not applicable

W 1.4

4. (Begins in grade 2)

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------------|-------------------|
| • organize | organizar |
| • purpose | propósito |
| • audience | |
| • chronological order | orden cronológico |
| • sequential order | orden secuencial |
| • cause/effect | cause / efecto |
| • develop | |
| • persuade | persuadir |
| • entertain | entretener |
| • inform | informar |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write Effectively

W 2.4

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ESSENTIAL SKILLS/CONCEPT

- Know how to write in a sequential manner
- Understand why you are writing
- Understand who you are writing for
- Understand the writing types (e.g., opinion, informative, narrative)
- Understand writing purposes such as cause/effect, writing to persuade, inform, entertain
- Recognize and use organizational structures such as chronological order, cause and effect, etc

QUESTIONS STEMS

- What is your purpose for writing this piece?
- Who will be reading your writing?
- Who is your audience?
- How will you organize your writing?
- What information will you need to add to help your reader understand?
- Where can you add more information to help the reader understand?

W 3.4

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WRITING STANDARDS

Production & Distribution of Writing

Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CURRENT standard: 1.4 Revise original drafts to improve sequence and provide more descriptive detail. CA includes revising, not editing

W 1.5

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W 2.5

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W 3.5

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|----------------|-------------|
| • develop | desarrollar |
| • plan plan | |
| • organize | organizar |
| • purpose | propósito |
| • editing | editar |
| • revising | revisar |
| • proofreading | |
| • feedback | |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to help add language and ideas to writing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity

QUESTIONS STEMS

- What will you use to help you organize your ideas?
- Can you create a graphic organizer/thinking map to help you sequence your ideas and events?
- Can you share with your partner what you plan to write?
- Does your partner have ideas that you can use?
- Have you completed your first draft?
- Can you re-write this so that the ideas/details are clearer?
- Is there a better way you could write your beginning?
- What is your topic sentence
- Have you asked your partner to give you feedback about what you have written so far?
- Have you used your editing/proofreading checklist to help you make any changes?

WRITING STANDARDS

Production & Distribution of Writing

Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

CURRENT standard: CA does not reference use of digital tools

W 1.6

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W 2.6

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W 3.6

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|-------------------------|
| • technology | tecnología |
| • digital digital | |
| • word processing | procesamiento de textos |
| • copy and paste | copiar y pegar |
| • PowerPoint | |
| • Google | |
| • search engine | |
| • toolbar | |
| • spellchecker | |

ESSENTIAL SKILLS/CONCEPT

- Have basic keyboarding skills
- Know how to use the following toolbar functions:
 - bold
 - underline
 - font style
 - font size
 - set margins
 - page orientation
- Have a system for saving and storing work until it is ready for publishing
- Know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Use programs such as Word, PowerPoint, and Publisher
- Know and use print commands
- Know how to work together

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Have you and your group decided what you will write about?
- How will you divide the work so that you all contribute to the project?
- Where will you save your work until you are ready to print?
- What program will you use to publish your work? Word? PowerPoint? etc.
- What online resources can you use to help write your paper?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CURRENT standard: 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas.). 2.2 Report on a topic with facts and details, drawing from several sources of information. CA: Narrative description under Writing Applications 2.0 refers to research. No specific standard.

W 1.7

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W 2.7

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W 3.7

7. Conduct short research projects that build knowledge about a topic.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|----------------------|
| • topic | tema |
| • sources | |
| • information | información |
| • key words | |
| • online | |
| • information | información |
| • credit | crédito |
| • cite | citar |
| • bibliography | bibliografía |
| • citation page | página de citaciones |

TEACHING NOTES AND STRATEGIES

SBAC Claim # 4: Conduct Research

ESSENTIAL SKILLS/CONCEPT

- Know how to select a topic that can be researched
- Understand how to use reference materials such as encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information
- Know how to use graphic organizers or Thinking Maps logically to move through the research project
- Understand organizational structures that are used when writing a research report
- Know how to cite sources

QUESTIONS STEMS

- What is the topic of your report?
- Can you narrow your topic?
- What sources will you use to find information?
- What key words can you use to find your topic online?
- Where can you go to find more information?
- How will you give your sources credit?
- What is the page called where you will list your sources?
- How will your group divide the work?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CURRENT standard: 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas.).

W 1.8

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 2.8

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 3.8

8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------------|--------------|
| • sources | |
| • list | lista |
| • bibliography | bibliografía |
| • citation page | |
| • cite | citar |
| • note-taking | |
| • paraphrase | parafrasear |
| • internet search | |
| • library sources | |

ESSENTIAL SKILLS/CONCEPT

- Know how to use search engines such as Google, Bing, etc.
- Know how to use the library to locate print resources such as encyclopedias, magazine, and books
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps

TEACHING NOTES AND STRATEGIES

SBAC Claim # 4: Conduct Research

SBAC Claim # 2: Write Effectively

QUESTIONS STEMS

- What sources did you use to find your information?
- What sources did you find on an internet search?
- What sources did you find in a library search?
- How can you paraphrase this sentence?
- Can you write this sentence using your own words?
- Is this information important to your research?
- Can you use an organizer to help you group your ideas?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: Not applicable

CURRENT standard: not applicable

W 1.9

9. (Begins in grade 4)

ACADEMIC VOCABULARY/ COGNATES

- Not applicable

TEACHING NOTES AND STRATEGIES

SBAC Claim # 4: Conduct Research

SBAC Claim # 2: Write Effectively

W 2.9

9. (Begins in grade 4)

ESSENTIAL SKILLS/CONCEPT

- Not applicable

QUESTIONS STEMS

- Not applicable

W 3.9

9. (Begins in grade 4)

WRITING STANDARDS

Range of Writing

Anchor: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CURRENT standard: not applicable

W 1.10

10. (Begins in grade 2)

W 2.10

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 3.10

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|-----------|
| • research | |
| • report | reportaje |
| • narrative | narración |
| • reflection | reflexión |
| • revise | revisar |
| • proofread | |
| • edit | editar |
| • audience | |
| • proofreading | |
| • checklist | lista |

ESSENTIAL SKILLS/CONCEPT

- Select appropriate writing topics
- Organize thoughts to focus on a topic
- Recognize the purpose for writing
- Know your audience
- Know how to research a topic using various sources
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know that for writing a research project you must include and cite various sources

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Write about
- You will have _____ minutes to write about
- What will you do to plan your writing?
- Use your proofreading checklist when you are editing and revising
- Re-read your writing or ask a partner to read it to see if there are additions your need to make
- As you plan your paper think about whom your audience is and why you are writing.
- How is writing a report different from writing a narrative?

SPEAKING & LISTENING

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension & Collaboration

Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CURRENT standard: 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

SL 1.1

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL 2.1

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL 3.1

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

SPEAKING & LISTENING

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-----------------|--------------|
| • collaboration | colaboración |
| • conversation | conversación |
| • discussion | discusión |
| • comments | commentarios |

ESSENTIAL SKILLS/CONCEPT

- Teacher models and instructs active listening and staying on topic.
- Teacher models and instructs small and large group discussion.
- Students will follow teacher directed rules for discussion.
- Teacher models and instructs how to appropriately respond to group discussion.
- Students will ask clarifying questions to elaborate on 2nd grade topics and/or text.
- Know how to contribute to a conversation or discussion
- Be aware of topics/texts that are being discussed
- Know how to respond to the ideas of others in the group.
- Use acceptable structures for building on the ideas of other side as of others
- Know how to express ideas that are similar or different from those already expressed

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Do you agree with your partner regarding the text? Why or why not? Please explain.
- Can you elaborate on your partners' comment? Please express your opinion.
- Is there anything you can add to your partner's comment?
- When given a prompt, students will use established rules for group discussion.
- When you work in your groups remember to follow the rules for listening and speaking
- I didn't understand can you repeat that?

SPEAKING & LISTENING

Comprehension & Collaboration

Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CURRENT standard: 2.5 Restate facts and details in the text to clarify and Identify the main purpose of a text, including organize ideas. 1.3 Paraphrase information that has been shared orally by others. 1.9 Report on topic with supportive facts and details.

SL 1.2

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
a. Give, restate, and follow simple two-step directions.

SL 2.2

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
a. Give and follow three- and four-step oral directions.

SL 3.2

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|------------------------|
| • oral | |
| • media los | medios de comunicación |
| • video | video |
| • graphs | gráficas |
| • graphics | gráficos |
| • charts | |
| • main idea | idea principal |
| • supporting ideas | |
| • summarize | resumir |

ESSENTIAL SKILLS/CONCEPT

- Recognize the main ideas presented in text
- Recognize supporting details
- Understand visual, oral, and digital informational formats
- Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What was the main idea of the video can you discuss with your partner?
- How did you decide this was the main idea?
- Using your own words, summarize the video with your partner?
- Can you explain this graph?
- This chart explains _____?
- Why is information put into charts or graphs?
- Can you think of any other information that could be graphed or charted?
- Can you describe the steps you followed?

SPEAKING & LISTENING

Comprehension & Collaboration

Anchor: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CURRENT standard: 1.2 Ask for clarification and explanation of stories and ideas.

SL 1.3

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL 2.3

3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL 3.3

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|-------------|
| • speaker | |
| • information | información |
| • important | importante |
| • understand | |
| • describe | describir |
| • detail | detalle |

ESSENTIAL SKILLS/CONCEPT

- Understand what is being said
- Ask important questions
- Answer important questions
- Ask for more information
- Know the point at which they become confused.
- Realize that additional information is needed for understanding

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What did the speaker say?
- What was the most important part that you heard?
- What would you say if you didn't understand the speaker?
- What would be one question that you could ask so you could find out more information?
- What was the most important detail?
- I didn't understand can you share some examples?
- Can you say that in a different way?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CURRENT standard: 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). 1.7 Recount experiences in a logical sequence. 1.8 Retell stories, including characters, setting, and plot. 1.9 Report on topic with supportive facts and details. 2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).

SL 1.4

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

a. Memorize and recite poems, rhymes, and songs with expression.

SL 2.4

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

a. Plan and deliver a narrative presentation that: recounts a well elaborated event, includes details, reflects a logical sequence, and provides a conclusion.

SL 3.4

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|------|
| • theme | tema |
| • pace | |
| • descriptive | |
| • relate | |
| • recount | |
| • recall | |
| • relevant | |

ESSENTIAL SKILLS/CONCEPT

- Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps
- Understands organizational structure for presentation such a chronologically, problem/solution, cause and effect, before and after
- Know that stories are organized with a beginning, a middle, and an end
- Understand that texts or presentation usually have theme
- Know that reports have an introduction, body with supporting details, and a conclusion
- Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

QUESTIONS STEMS

- What is the theme of your report or presentation?
- Did you write or present facts that were relevant?
- What descriptive words or language did you use?
- When you related the events, did they have a beginning, a middle, and an end?
- Does the order of your presentation make sense?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CURRENT standard: Audio recordings not a part of CA standards

SL 1.5

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL 2.5

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL 3.5

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ACADEMIC VOCABULARY/

COGNATES

• presentation	presentación
• display	
• visual	visual
• theme	tema
• enhance	
• emphasizing	enfaticizando

ESSENTIAL SKILLS/CONCEPT

- Understand how to use audio equipment
- Understand voice pitch and inflection
- Create visual displays such as legends, charts, graphs, and display boards
- Select stories or poems for recording

TEACHING NOTES AND

STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

QUESTIONS STEMS

- What is the theme of your presentation?
- What visuals will you use to enhance your presentation?
- Have you practiced your reading emphasizing important words or points?
- How is your pacing?
- At what time in your presentation will you show your visuals?
- Do your visuals support your presentation theme?
- Have you chosen a book/poem to record? How did you decide?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CURRENT standard: 1.6 Speak clearly and at an appropriate pace for them type of communication (e.g., informal discussion, report to class). 1.9 Report on topic with supportive facts and details.

SL 1.6

6. Produce complete sentences when appropriate to task and situation.

SL 2.6

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 3.6

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------------|------------------------|
| • audience | |
| • formal English | inglés formal |
| • informal English | inglés informal |
| • presentation | presentación |
| • respond | responder |
| • specific vocabulary | vocabulario específico |

ESSENTIAL SKILLS/CONCEPT

- Understand different levels of speech styles
- Recognize when formal or informal English is appropriate
- Understand that talking with friends is informal speech
- Use academic, content specific vocabulary when presenting formally
- Use complete sentences in formal presentations
- Know that when constructing a formal response, Standard English grammar and language convention much be used

TEACHING NOTES AND STRATEGIES

SBAC Claim # 3: Employ effective speaking and listening skills.

QUESTIONS STEMS

- Don't forget to use a complete sentence
- Who is your audience?
- Would you use formal or informal English with this audience?
- Why would you use formal English?
- Why would you use informal English?
- What type of language do you use when talking with friends?
- What type of language do you use when giving a presentation?
- What is the specific vocabulary that relates to your topic?
- When will you use this specific vocabulary?

LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

Anchor: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

CURRENT standard: 1.5 Identify and correctly use regular plurals and irregular plurals (e.g., fly/flies, wife/wives). 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas.). 1.1 Distinguish between complete and incomplete sentences. 1.2 Recognize and use correct word order in written sentences. 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. 1.5 Organize presentations to maintain a clear focus. CCS 1a, b, c, d, e, f are referenced in CA standards in Gr. 4 and beyond

L 1.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - d. Use personal (**subject, object**), possessive, and indefinite pronouns (e.g., I, *me, my; they, them, their, anyone, everything*).
 - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L 2.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Create readable documents with legible print.**
 - b. Use collective nouns (e.g., group).
 - c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - d. Use reflexive pronouns (e.g., myself, ourselves).
 - e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - g. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L 3.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
 - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - c. Use reciprocal pronouns correctly.
 - d. Form and use regular and irregular plural nouns.
 - e. Use abstract nouns (e.g., childhood).
 - f. Form and use regular and irregular verbs.
 - g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - h. Ensure subject-verb and pronoun-antecedent agreement.*
 - i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - j. Use coordinating and subordinating conjunctions.
 - k. Produce simple, compound, and complex sentences.

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- legible
- collective noun
- irregular verbs verbos irregulares
- pronouns pronombres
- adjectives adjetivos
- produce producir
- simple sentence
- compound sentence
- past tense tiempo pasado

ESSENTIAL SKILLS/CONCEPT

- Know how to print legibly
- Understand that there are special words used to define a collection of objects people or things (group, herd, school, etc)
- Know how regular plurals are formed
- Distinguish between a regular and irregular plural
- Know that the subjects and predicates in a sentence can be moved and still make sense.

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write effectively

QUESTIONS STEMS

- Listen as I read what you wrote. Did that sound right?
- Read what you wrote slowly? Did you write what you just said?
- Is there another word that would be specific
- How might you write the plural of that word?
- Can you add adjectives to your sentence?
- Can you tell where the action happened?

LANGUAGE STANDARDS

Conventions of Standard English

Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CURRENT standard: 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. 1.5 Use quotation marks correctly. 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. 1.8 Spell basic short-vowel, long vowel, r-controlled, and consonant blend patterns correctly.

L 1.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L 2.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., cage — badge; boy — boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L 3.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|----------------------|
| • capital | |
| • holidays | |
| • product names | nombres de productos |
| • apostrophe | apóstrofo |
| • contractions | |
| • greeting | |
| • letter | |
| • spelling patterns | |

ESSENTIAL SKILLS/CONCEPT

- Know the common holiday
- Understand that product names are words like Nike, Xerox, Hersey, etc.
- Know that names of countries, cities, states, lakes and mountains need a capital
- Understand greetings are and form for ending a letter
- Understand that an apostrophe replaces missing letters.
- Use spelling patterns, word roots, affixes, syllable construction
- Use dictionaries or digital media to look for the correct spelling of a word

TEACHING NOTES AND STRATEGIES

SBAC Claim # 2: Write effectively

QUESTIONS STEMS

- What words in this sentence should be capitalized?
- Remember to capitalize the name of a place.
- What punctuation do you need to show something belongs to someone?
- When you combine two words to make a contraction you need to add an apostrophe.
- What can you use to help you check your spelling?

LANGUAGE STANDARDS

Knowledge of Language

Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CURRENT standard: not applicable

L 1.3

3. (Begins in grade 2)

L 2.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Compare formal and informal uses of English.

L 3.3

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.*
b. Recognize and observe differences between the conventions of spoken and written standard English.

ACADEMIC VOCABULARY/ COGNATES

• purpose	propósito
• presentation	presentación
• audience	
• tone	tono
• style	estilo
• punctuation	puntuación
• grammar	gramática
• precise	preciso
• thesaurus	tesauro
• quote	cotización
• speech	

ESSENTIAL SKILLS/CONCEPT

- Understand basic punctuation rules
- Understand basic capitalization rules
- Understand basic grammar rules
- Recognize that words have differences or shades of meaning
- Know that punctuation like commas, exclamation, and question marks can be used for effect
- Distinguish between situations that call for formal English and those where informal English is appropriate

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Have you determined the purpose for your speech/writing/presentation?
- Who will be your audience?
- Is the tone or style appropriate to your audience?
- Have you followed the rules of punctuation and grammar?
- Did you practice your presentation with your group and did they provide you with feedback?
- In your group, did you talk about using precise language to convey your ideas?
- Did you use a thesaurus to locate other ways to say _____?
- Did you use quotes, questions, or exclamations to add to importance to your writing/presentation?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

Anchor: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CURRENT standard: 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly). 1.10 Identify simple multiple meaning words.

L 1.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L 2.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas**.

L 3.4

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|------------|
| • multiply meaning | |
| • precise | preciso |
| • definition | definición |

ESSENTIAL SKILLS/CONCEPT

- Understand context clues help provide clues to word or phrase meaning
- Identify the most common prefixes and roots
- Know how to use a textbook glossary
- Use a print or digital dictionary to locate definitions of key words or phrases
- Understand that sometimes two words can be combined to make a new word.

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- What strategies have you used to help you figure out what this word means?
- Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?
- Have you read the sentences around the word to help you determine what the word means?
- Can you go online and search for the meaning of the word?
- There are two words you know on this word. Can you use them to help you understand what the word means?

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CURRENT standard: 1.7 Understand and explain common antonyms and synonyms. CCS 5b: Shades of meaning and related adjectives not included in Gr. 2 CA standards

L 1.5

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

L 2.5

5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L 3.5

5. Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

ACADEMIC VOCABULARY/ COGNATES

- shades of meaning
- literal meaning
- adjectives adjetivos
- adverbs adverbios
- real life- connections
- context contexto
- specific específico

ESSENTIAL SKILLS/CONCEPT

- Understand literal and non-literal meanings
- Understand that words have shades or degrees of meaning
- Understand the connections between words and their use
- Understand shades of meaning as it relates to state of mind or degrees of certainty

TEACHING NOTES AND STRATEGIES

SBAC Claim # 5: Use oral and written language skillfully

QUESTIONS STEMS

- Where do you think the word *_(quickly)_* comes from?
- What is the author telling us when he used the word *_spicy_*?
- In what other context could this word be used?
- Without changing the meaning, what word could you add to make the sentence stronger?
- What word would best describe this character?
- What is the literal meaning of this sentence?
- What real-life connection can you make?
- Which word is the best to use so that we can really show what this is like?
- Let's make a list from *_____* to *_____* so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run)

LANGUAGE STANDARDS

Knowledge of Language

Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CURRENT standard: CA standards do not emphasize students' use of vocabulary

L 1.6

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*)

L 2.6

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

L 3.6

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|------------|
| • academic | académico |
| • specific | específico |
| • general general | |
| • emotions | emociones |
| • actions | acciones |
| • precise | preciso |
| • shades of meaning | |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Practice opportunities to hear words used in different contexts
- Acquire and use words that are basic to understanding a concept
- Determine which word best describes an action, emotion, or state of being
- Develop an amount of grade level academic words and phrases
- After hearing or reading a word, the student begins to use it in the spoken and written language

QUESTIONS STEMS

- Today our target word is _____. Look for a chance to use this word today.
- As part of your homework, I want you to look for the words that we have been studying.
- Can you think of a better word to use here?
- What would be a more precise word?
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- What word would best describe _____?
- Can you restate this sentence using more precise words?
- Can you replace a word in this sentence with another word that is more precise or specific?

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.*								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ¹								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

¹Subsumed by L.7.3a

²Subsumed by L.9–10.1a

³Subsumed by L.11–12.3a

STANDARD 10: RANGE, QUALITY, AND COMPLEXITY OF STUDENT READING K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A

Range of Text Types for K-5

Students in grades K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

TEXT ILLUSTRATING THE COMPLEXITY, QUALITY, AND RANGE OF STUDENT READING K-5

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> • <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* • <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) • <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) • <i>A Story, A Story</i> by Gail E. Haley (1970)* • <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> • <i>My Five Senses</i> by Aliki (1962)** • <i>Truck</i> by Donald Crews (1980) • <i>I Read Signs</i> by Tana Hoban (1987) • <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* • <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	<ul style="list-style-type: none"> • "Mix a Pancake" by Christina G. Rossetti (1893)** • <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* • <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** • <i>Frog and Toad Together</i> by Arnold Lobel (1971)** • <i>Hill Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> • <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** • <i>Starfish</i> by Edith Thacher Hurd (1962) • <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** • <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* • <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	<ul style="list-style-type: none"> • "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • <i>Charlotte's Web</i> by E. B. White (1952)* • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) • <i>Tops and Bottoms</i> by Janet Stevens (1995) • <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> • <i>A Medieval Feast</i> by Aliki (1983) • <i>From Seed to Plant</i> by Gail Gibbons (1991) • <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* • <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> • <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

STAYING ON TOPIC WITHIN A GRADE AND ACROSS GRADES: HOW TO BUILD KNOWLEDGE SYSTEMATICALLY IN ENGLISH LANGUAGE ARTS K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades		K	1	2-3	4-5
The Human Body	The five senses and associated body parts	<ul style="list-style-type: none">• <i>My Five Senses</i> by Ailiki (1989)• <i>Hearing</i> by Maria Rius (1985)• <i>Sight</i> by Maria Rius (1985)• <i>Smell</i> by Maria Rius (1985)• <i>Taste</i> by Maria Rius (1985)• <i>Touch</i> by Maria Rius (1985)	Introduction to the systems of the human body and associated body parts <ul style="list-style-type: none">• <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007)• <i>Me and My Amazing Body</i> by Joan Sweeney (1999)• <i>The Human Body</i> by Gallimard Jeunesse (2007)• <i>The Busy Body Book</i> by Lizzy Rockwell (2008)• <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004)	Digestive and excretory systems <ul style="list-style-type: none">• <i>What Happens to a Hamburger</i> by Paul Showers (1985)• <i>The Digestive System</i> by Christine Taylor-Butler (2008)• <i>The Digestive System</i> by Rebecca L. Johnson (2006)• <i>The Digestive System</i> by Kristin Petrie (2007)	Circulatory system <ul style="list-style-type: none">• <i>The Heart</i> by Seymour Simon (2006)• <i>The Heart and Circulation</i> by Carol Ballard (2005)• <i>The Circulatory System</i> by Kristin Petrie (2007)• <i>The Amazing Circulatory System</i> by John Burstein (2009)
Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	Taking care of your body: Overview (hygiene, diet, exercise, rest) <ul style="list-style-type: none">• <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001)• <i>Get Up and Go!</i> by Nancy Carlson (2008)• <i>Go Wash Up</i> by Doering Tourville (2008)• <i>Sleep</i> by Paul Showers (1997)• <i>Fuel the Body</i> by Doering Tourville (2008)	Taking care of your body: Germs, diseases, and preventing illness <ul style="list-style-type: none">• <i>Germs Make Me Sick</i> by Marilyn Berger (1995)• <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005)• <i>Germ Stories</i> by Arthur Kornberg (2007)• <i>All About Scabs</i> by Genichiro Yagu (1998)	Taking care of your body: Healthy eating and nutrition <ul style="list-style-type: none">• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999)• <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)	Respiratory system <ul style="list-style-type: none">• <i>The Lungs</i> by Seymour Simon (2007)• <i>The Respiratory System</i> by Susan Glass (2004)• <i>The Respiratory System</i> by Kristin Petrie (2007)• <i>The Remarkable Respiratory System</i> by John Burstein (2009)	Respiratory system <ul style="list-style-type: none">• <i>The Lungs</i> by Seymour Simon (2007)• <i>The Respiratory System</i> by Susan Glass (2004)• <i>The Respiratory System</i> by Kristin Petrie (2007)• <i>The Remarkable Respiratory System</i> by John Burstein (2009)
		Muscular, skeletal, and nervous systems <ul style="list-style-type: none">• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)• <i>Muscles</i> by Seymour Simon (1998)• <i>Bones</i> by Seymour Simon (1998)	Muscular, skeletal, and nervous systems <ul style="list-style-type: none">• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009)• <i>Muscles</i> by Seymour Simon (1998)• <i>Bones</i> by Seymour Simon (1998)	Endocrine system <ul style="list-style-type: none">• <i>The Endocrine System</i> by Rebecca Olien (2006)• <i>The Exciting Endocrine System</i> by John Burstein (2009)	Endocrine system <ul style="list-style-type: none">• <i>The Endocrine System</i> by Rebecca Olien (2006)• <i>The Exciting Endocrine System</i> by John Burstein (2009)
			The Astounding Nervous System Crabtree Publishing (2009)		
			The Nervous System by Joelle Riley (2004)		

MATHEMATICS STANDARDS

INTRODUCTION

Toward greater focus and coherence

Mathematics experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations, and relations) and (2) geometry, spatial relations, and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

—National Research Council, 2009

The composite standards [of Hong Kong, Korea and Singapore] have a number of features that can inform an international benchmarking process for the development of K–6 mathematics standards in the U.S. First, the composite standards concentrate the early learning of mathematics on the number, measurement, and geometry strands with less emphasis on data analysis and little exposure to algebra. The Hong Kong standards for grades 1–3 devote approximately half the targeted time to numbers and almost all the time remaining to geometry and measurement.

—Ginsburg, Leinwand and Decker, 2009

Because the mathematics concepts in [U.S.] textbooks are often weak, the presentation becomes more mechanical than is ideal. We looked at both traditional and non-traditional textbooks used in the US and found this conceptual weakness in both.

—Ginsburg et al., 2005

There are many ways to organize curricula. The challenge, now rarely met, is to avoid those that distort mathematics and turn off students.

—Steen, 2007

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” These Standards are a substantial answer to that challenge.

It is important to recognize that “fewer standards” are no substitute for focused standards. Achieving “fewer standards” would be easy to do by resorting to broad, general statements. Instead, these Standards aim for clarity and specificity.

Assessing the coherence of a set of standards is more difficult than assessing their focus. William Schmidt and Richard Houang (2002) have said that content standards and curricula are coherent if they are:

*articulated over time as a sequence of topics and performances that are logical and reflect, where appropriate, the sequential or hierarchical nature of the disciplinary content from which the subject matter derives. That is, what and how students are taught should reflect not only the topics that fall within a certain academic discipline, **but also the key ideas** that determine how knowledge is organized and generated within that discipline. This implies that “to be coherent,” a set of content standards must evolve from particulars (e.g., the meaning and operations of whole numbers, including simple math facts and routine computational procedures associated with whole numbers and fractions) to deeper structures inherent in the discipline. These deeper structures then serve as a means for connecting the particulars (such as an understanding of the rational number system and its properties). (emphasis added)*

These Standards endeavor to follow such a design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value or the laws of arithmetic to structure those ideas.

In addition, the “sequence of topics and performances” that is outlined in a body of mathematics standards must also respect what is known about how students learn. As Confrey (2007) points out, developing “sequenced obstacles and challenges for students...absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise.” In recognition of this, the development of these Standards began with research-based learning progressions detailing what is known today about how students’ mathematical knowledge, skill, and understanding develop over time.

MATHEMATICS STANDARDS

MATHEMATICAL PRACTICE

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MATHEMATICS STANDARDS

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

MATHEMATICS STANDARDS

Understanding mathematics

These Standards define what students should understand and be able to do in their study of mathematics. Asking a student to understand something means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-school lives. The Standards should be read as allowing for the widest possible range of students to participate fully from the outset, along with appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for use of Braille, screen reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number & Operations Base Ten						Ratios & Proportional Relationships			Number & Quantity
			Number & Operations Fractions			The Number System			
Operations & Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement & Data						Statistics & Probability			Statistics & Probability

Findell & Foughty (2011)

College and Career-Readiness through the Common Core State Standards for Mathematics

MATHEMATICS STANDARDS

GRADE 2 - OVERVIEW

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).
2. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.
3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.
4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

MATHEMATICS STANDARDS

OPERATIONS & ALGEBRAIC THINKING

REPRESENT AND SOLVE PROBLEMS INVOLVING MULTIPLICATION AND DIVISION.

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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

ADD AND SUBTRACT WITHIN 20.

2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

WORK WITH EQUAL GROUPS OF OBJECTS TO GAIN FOUNDATIONS FOR MULTIPLICATION.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. 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.

MATHEMATICS STANDARDS

NUMBER & OPERATIONS IN BASE TEN

UNDERSTAND PLACE VALUE.

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. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

USE PLACE VALUE UNDERSTANDING AND PROPERTIES OF OPERATIONS TO ADD AND SUBTRACT.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.³

¹See Glossary, Table 1.

²See standard 1.OA.6 for a list of mental strategies.

³Explanations may be supported by drawings or objects.

MATHEMATICS STANDARDS

MEASUREMENT & DATA

MEASURE AND ESTIMATE LENGTHS IN STANDARD UNITS.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

RELATE ADDITION AND SUBTRACTION TO LENGTH.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

WORK WITH TIME AND MONEY.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
8. Solve word problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

REPRESENT AND INTERPRET DATA.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
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 problems¹ using information presented in a bar graph.

MATHEMATICS STANDARDS

GEOMETRY

REASON WITH SHAPES AND THEIR ATTRIBUTES.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.² Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
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.

¹See Glossary, Table 1.

²Sizes are compared directly or visually, not compared by measuring.

For more information contact

