



# California's **COMMON CORE** Content Standards First 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  
First 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:** Respond to who, what, when, where, and how questions. 2.2 Retell stories using basic story grammar and relating the sequence of events by answering who, what, when, where, why and how questions.

### RL K.1

1. With prompting and support, ask and answer questions about key details in a text.

### 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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- |               |             |
|---------------|-------------|
| • details     | detalles    |
| • questions   | preguntas   |
| • ask         |             |
| • answer      |             |
| • text        | texto       |
| • information | información |
| • answer      |             |

#### ESSENTIAL SKILLS/CONCEPT

- Ask Questions
- Answer questions (who, what, why, when, where)
- Give Details
- Read for details

#### TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task: Students (*with prompting and support from the teacher*) when listening to Laura Ingalls Wilder's *Little House in the Big Woods* ask questions about the events that occur (such as the encounter with the bear) and *answer* by offering *key details* drawn from the text.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- Who, what, when, where questions
  - Who was the story about?
  - What was the story about?
  - What happened in the story?
  - What happened at the beginning, middle end of story?
  - Ask your partner to share a detail from the text

# READING STANDARDS

## Key Ideas and Details

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

**CURRENT standard:** 3.1 Identify and describe the elements of plot, setting, character(s) in a story, as well as the stories beginning, middle, and ending.

### RL K.3

3. With prompting and support, identify characters, settings, and major events in a story.

### RL 1.3

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

### RL 2.3

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

#### ACADEMIC VOCABULARY/ COGNATES

- |                   |             |
|-------------------|-------------|
| • identify        | identificar |
| • characters      |             |
| • setting         |             |
| • plot            |             |
| • events          | eventos     |
| • sequence        | secuencia   |
| • problem         | problema    |
| • resolution      | resolución  |
| • lesson or moral |             |

#### ESSENTIAL SKILLS/CONCEPT

- Understand character
- Identify characters within the story
- Identify main character of the story
- Identify the minor character of the story
- Identify and verbalize major story events citing key details
- Identify key events and details of story in sequential order (problem-resolution)
- Understand what is the lesson or moral in a story

#### TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task: After listening to L. Frank Baum's *The Wonderful Wizard of Oz*, students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansan prairie, and major events such as the arrival of the cyclone.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- Who are the characters in the story?
- Who is the main character in the story?
- What is the setting of the story?
- What is the problem or plot in the story?
- How do the characters in the story solve their problem?
- What happens at the beginning, middle, end of the story.
- How are the characters behaving or feeling at the beginning, middle, and end of the story?
- How do we know the characters are feeling \_\_\_\_? or are going to do \_\_\_\_?

# 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

### RL K.4

4. Ask and answer questions about unknown words in a text.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |            |                 |
|------------|-----------------|
| • story    |                 |
| • poems    | poema           |
| • word     | ___, frase, ___ |
| • identify | identificar     |
| • senses   | sentidos        |
| • feelings |                 |
| • poetry   | poesía          |
| • phrase   | frase           |
| • sentence |                 |

#### ESSENTIAL SKILLS/CONCEPT

- Understand the differences between, words, phrases and sentences
- Identify words, phrases and sentences
- Ask and answer questions about story details
- Understand that words are clues to what characters are thinking
- Identify words that indicate use of the 5 senses ... see, hear, smell, touch, taste
- Identify words that communicate feelings....happy, sad, angry, worry, fear

#### TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:  
Students identify words and phrases within Molly Bang's *The Paper Crane* that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed).

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

- How does this story or poem make you feel when you read it?
- Does the character use their five senses in this story?
- How do we know the character feels happy, sad, or angry?
- Identify what the character hears, sees, ....?
- What words in the story tell us what the setting looks like?
- Is this a story or a poem? How do you know?

# 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:** 3.3 Recollect, talk, and write about books read during the school year.

### RL K.5

5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |               |             |
|---------------|-------------|
| • explain     | explicar    |
| • difference  | diferencia  |
| • story       |             |
| • poem        | poema       |
| • information | información |
| • text        | texto       |
| • narrative   | narrativa   |
| • expository  | expositivo  |
| • characters  |             |
| • fiction     | ficción     |
| • non-fiction |             |

#### ESSENTIAL SKILLS/CONCEPT

- Understand narrative structure of a story
- Understand the expository structure found in informational text
- Identify story structure
- Identify informational structure
- Distinguish between story and informational text structure
- Recognize common genres
  - Fable
  - Narrative
  - Fairytale
  - Poem/Rhyme
  - Magazine –Expository
  - Fiction/non-fiction.

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- Is this a book that tells a story or gives information? How do you know?
- Explain if it is fiction or non-fiction
- What is this book about?
- What information can we gather from this book (what can we learn from this book)?
- Who are the characters?
- Where does the story take place?
- What happens in the story?

# READING STANDARDS

## Craft and Structure

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

**CURRENT standard:** 1.2 Identify the title and author of a reading selection Point of view in later grades per CA standards

### RL K.6

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                    |               |
|--------------------|---------------|
| • narrator/narrate | narrador/a    |
| • character        | personaje     |
| • dialogue         | diálogo       |
| • author           | autor         |
| • author's voice   | voz del autor |
| • quotations       | cotizaciones  |

#### ESSENTIAL SKILLS/CONCEPT

- Understand the role of a narrator
- Understand character
- Understand concept of dialogue (talking between characters)
- Understand quotation marks
- Identify narrator
- Identify character's voice
- Identify dialogue in text
- Identify speaker

#### TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:  
Students identify the points at which different characters are telling the story in the Finn Family Moomintroll by Tove Jansson.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- Who is telling the story?
- What does the narrator of a story do?
- What does an author do?
- Who is talking? How do we know?
- How many characters are in the story?
- What are the names of the characters?
- What are the characters in the story saying?
- Who is the story about?

# 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.<sup>1</sup>

**CURRENT standard:** not applicable

### RL K.7

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### 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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                 |             |
|-----------------|-------------|
| • characters    | personajes  |
| • settings      |             |
| • events        |             |
| • story         |             |
| • illustrations | ilustración |
| • describe      | describir   |
| • details       | detalles    |

#### ESSENTIAL SKILLS/CONCEPT

- Understand that illustration is a picture or a drawing.
- Understand that details are specific pieces of information that add meaning to a story.
- Understand character
- Understand and identify major story events
- Understand and identify story setting
- Understand that illustrations add details to story
- Understanding that illustrations used to show the setting of story
- Identify the sequence of the main events of a story using details in illustration

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What is an illustration?
- Where can we look to find details about the story characters (ex. How they look, where they live)?
- How do illustrations help us understand the events in the story?
- Describe details from illustrations.
- Where does the story take place (setting)? How do we know?



# 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

### RL K.8

8. (Not applicable to literature)

### RL 1.8

8. (Not applicable to literature)

### RL 2.8

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:** 3.3 Recollect, talk, and write about books read during the school year.  
CA Grade 2: Literary Response 3.1

### RL K.9

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- compare (similarities) comparar
- contrast (differences) contraste
- adventures aventuras
- experiences experiencias
- characters

#### ESSENTIAL SKILLS/CONCEPT

- Identify the characters in a story
- Understand comparison (similarities).
- Understand contrast (differences).
- Understand what an adventure is..
- Understand what an experience is.
- Identify similarities (comparisons)
- Identify differences (contrasts)
- Make comparisons between characters.
- Understand the “who” and “what” within stories.

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- How is \_\_\_\_ similar to \_\_\_\_ in a story?
- How are \_\_\_\_ and \_\_\_\_ different?
- What adventures did \_\_\_\_ have in the story?
- What experiences did \_\_\_\_ and \_\_\_\_ have in the story?
- How are their adventures similar? How are they different?
- How are their experiences similar (compare)?
- How are their experiences different (contrast)?

# READING STANDARDS

## Range of Reading Level & Level of Text Complexity

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

**CURRENT standard:** not applicable

### RL K.10

10. Actively engage in group reading activities with purpose and understanding.

- a. Activate prior knowledge related to the information and events in texts.
- b. Use illustrations and context to make predictions about text.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |            |             |
|------------|-------------|
| • retell   |             |
| • recall   |             |
| • compare  | comparar    |
| • predict  | predecir    |
| • identify | identificar |

#### ESSENTIAL SKILLS/CONCEPT

- Recall familiar stories
- Retell familiar stories
- Recite poems
- Make connections between texts such as poems on the same topic.
- Make and confirm predictions about what will happen next in a story?

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

- Retell 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 K.1

1. With prompting and support, ask and answer questions about key details in a text.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- question
- answer
- identify                      identificar
- ask
- detail                        detalles
- text                          texto
- events
- learn

#### ESSENTIAL SKILLS/CONCEPT

- Understand how to ask a question about text.
- Understand how to answer questions about text.
- Respond in clear, focused sentences.
- Answer who, what, where, when, and how questions.
- Identify main events, and key details within a text.

#### TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task: After listening to Gail Gibbons' *Fire! Fire!*, students ask questions about how firefighters respond to a fire and answer using key details from the text.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What is this story about?
- How do we know \_\_\_\_?
- What is the most important idea or part of this text?
- What can we learn from this book?
- What details help us know how \_\_\_\_ does \_\_\_\_?
- Where can we find \_\_\_\_?
- What details were important?
- What events happened first, second, third?
- Can you identify the main event?
- How do you know this is the main event?

# 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:** 2.7 Retell the central ideas of simple expository and narrative passages

### RI K.2

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

### 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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- |               |             |
|---------------|-------------|
| • identify    | identificar |
| • main topic  |             |
| • retell      |             |
| • key details |             |
| • important   | importante  |
| • text        | texto       |
| • details     | detalles    |

#### ESSENTIAL SKILLS/CONCEPT

- Identify topics within text.
- Identify main ideas, key details in text.
- Understand how to retell text, recounting key details.

#### TEACHING NOTES AND

##### STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- Tell me what we can learn about from this text?
- What is this book mostly about? How do you know?
- What are the important details about \_\_\_\_ in the text?
- Can you retell the story to a friend?
- What were the important details that your partner needs to know?

# 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:** CA Grade 4: 2.5 Comprehension

### RI K.3

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### RI 1.3

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

### RL 2.3

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

#### ACADEMIC VOCABULARY/ COGNATES

• text	texto
• graphics	gráfico
• illustrations	ilustración
• picture	
• photograph	fotografía
• diagram	diagrama
• labels	
• character	
• events	
• details	detalles
• information	información

#### ESSENTIAL SKILLS/CONCEPT

- Understand the purpose of informational text
- Understand the structure of informational text.
- Use written and graphic elements to derive meaning (comprehension) of informational text.
- Connect individuals and events within informational text.
- Describe main ideas in informational text.
- Distinguish what is an important piece of information.
- Link people and their ideas.

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What can we learn for this text?
- How are \_\_\_\_\_ and \_\_\_\_\_ connected in this text?
- Do these illustrations/graphics/pictures give you a hint to what will happen next? How do you know?
- What are the main events in the text?
- What happened first, next, last?
- What caused \_\_\_\_ to happen?
- How do you know? What information tells \_\_\_\_\_?
- What did the characters in the text do next?
- What details in the story give you information about the characters?

# 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:** 2.4 Use context to resolve ambiguities about word and sentence meanings.

### RI K.4

4. With prompting and support, ask and answer questions about unknown words in a text.

#### ACADEMIC VOCABULARY/ COGNATES

- |             |            |
|-------------|------------|
| • clarify   | clarificar |
| • determine | determinar |
| • context   |            |
| • ask       |            |
| • answer    |            |
| • unknown   |            |
| • words     |            |
| • text      | texto      |
| • clue      |            |
| • context   | contexto   |
| • re-read   |            |
| • decode    |            |

#### TEACHING NOTES AND STRATEGIES

Not applicable

### RI 1.4

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### ESSENTIAL SKILLS/CONCEPT

- Ability to ask clarifying questions about texts.
- Ability to express own understanding of the meaning of a text.
- Identify a word that is unknown.
- With support -self-monitor by identifying unknown words, decode, re-read for clarification.
- Understand the use of context clues such as in determining the meaning of unknown words.

#### QUESTIONS STEMS

- What can you do when you get to word you don't know?
- Is this a word/phrase you know, have heard?
- What can you do when you get to an unknown word?
- What can you do to help yourself?
- Look at the picture, graphic, illustration; is there something there to help you figure out what the word is?
- Re-read the sentence, do the other words help you understand?

### RI 2.4

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

# 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:** CA Grade 5: 2.1 Comprehension

### RI K.5

5. Identify the front cover, back cover, and title page of a book.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                     |             |
|---------------------|-------------|
| • identify          | identificar |
| • different         | diferente   |
| • parts parte       |             |
| • explain           | explicar    |
| • meaning           |             |
| • table of contents |             |
| • glossary          | glosario    |
| • headings          |             |

#### ESSENTIAL SKILLS/CONCEPT

- Identify headings and their purposes
- Identify and use table of contents to locate facts
- Identify and use glossary to locate facts
- Understand computer icons and menus to locate information

#### TEACHING NOTES AND STRATEGIES

##### Appendix B Sample Performance Task:

Students locate key facts or information in Claire Llewellyn's *Earthworms* by using various text features (headings, table of contents, glossary) found in the text.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- Can you identify the different parts of this book?
- Can you explain how the different parts are used?
- If you wanted to find the meaning of a word in this book where would you look?
- Look in the table of contents and find the page number for \_\_\_\_\_?



# READING STANDARDS

## Craft and Structure

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

**CURRENT standard:** not applicable

### RI K.6

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                |             |
|----------------|-------------|
| • author       | autor       |
| • illustration | ilustración |
| • illustrator  | ilustrador  |
| • distinguish  | distinguir  |

#### ESSENTIAL SKILLS/CONCEPT

- Analyze how the illustration presents information and ideas
- Analyze how the words present information and ideas
- Understand the role of an illustrator
- Understand the role of an author

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What does the author do?
- What does the illustration do?
- Do you think they would work together on a book?
- Why would a book need an illustrator and an author?
- What do the illustrations tell us about the words?
- What do the words tell us about the illustrations?

# 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:** CA Grade 4: 2.3 Comprehension

### RI K.7

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                  |             |
|------------------|-------------|
| • Illustration   | ilustración |
| • describe       | describir   |
| • relationship   | relación    |
| • text           | texto       |
| • person persona |             |
| • place          |             |
| • idea idea      |             |
| • thing          |             |
| • depict         |             |
| • shows          |             |
| • tells          |             |

#### ESSENTIAL SKILLS/CONCEPT

- Recognize what is an illustration (picture, photo, drawing)
- Understand and follow the information in the text
- Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about
- With help, connect the illustrations with the message

#### TEACHING NOTES AND STRATEGIES

**Sample Performance Task:** Students use the illustrations along with textual details in Wendy Pfeffer's *From Seed to Pumpkin* to describe the key idea of how a pumpkin grows.

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What do you think the writer is trying to say? What in the picture helps you think that?
- Why do you think the illustrator put in that picture?
- Does the illustration match what the writer is trying to say?
- Do you think the story and the picture are connected?
- Describe how the picture helps you understand what the author has written.

# 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 K.8

8. With prompting and support, identify the reasons an author gives to support points in a text.

#### ACADEMIC VOCABULARY/ COGNATES

- |           |          |
|-----------|----------|
| • reasons | razones  |
| • author  | autor    |
| • explain | explicar |
| • tells   |          |
| • writing |          |
| • text    | texto    |
| • support |          |
| • points  | puntos   |

#### TEACHING NOTES AND STRATEGIES

**Sample Performance Task:** Students *identify* the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in *support* of his *point* about the function of roots in germination.

**SBAC Claim # 1:** Read Closely & Critically

### RI 1.8

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

#### ESSENTIAL SKILLS/CONCEPT

- 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.

#### QUESTIONS STEMS

- What does the writer think about this problem?
- Why do you think the author wrote that?
- Were there any reasons why you think the author like...?
- What in the writing made you think that?
- What were the reasons the author wrote this piece?
- How and where did the author support his reasoning?
- What important points does the author make?

### RI 2.8

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

# 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:** 2.1 Identify text that uses sequence or other logical order 3.3 Recollect, talk, and write about books read during the school year. CA Grade 4: 2.1 Comprehension Grade 8: 2.3 Comprehension

### RI K.9

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

### 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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                |             |
|----------------|-------------|
| • illustration | ilustración |
| • similarities |             |
| • differences  | diferencias |
| • text         | texto       |

#### ESSENTIAL SKILLS/CONCEPT

- Understand the two texts on the same topic
- Identify the similarities in the two texts
- Identify the differences between the two texts

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 1:** Read Closely & Critically

#### QUESTIONS STEMS

- What can we learn from this text?
- We read two books, what is different about them? What is the same?
- Can you fill in the Thinking Map showing the similarities and differences of the two texts?
- Do both books have illustrations? How were they used in both books?
- What did the illustrations in the books tell you?

# READING STANDARDS

## Range of Reading & Level of Text Complexity

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

**CURRENT standard:** not applicable

### RI K.10

10. Actively engage in group reading activities with purpose and understanding.

- a. Activate prior knowledge related to the information and events in texts.
- b. Use illustrations and context to make predictions about text.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |              |            |
|--------------|------------|
| • partner    |            |
| • purpose    |            |
| • individual | individuo  |
| • contribute | contribuir |

#### ESSENTIAL SKILLS/CONCEPT

- Work in groups
- Read with a purpose
- Understand what is read individually
- Understand what is read by others
- Contribute to the group (help understand what is being read)

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

- Talk to your partner about\_\_\_\_\_.
- Help your partner. . . .
- Everyone needs to take a turn talking about what is happening on the page in the book.
- What do you think will happen next?
- What clues gave you that idea?
- What does your partner think?

# 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

## Print Concepts

**Anchor:** Anchor standards do not exist for RF standards

**CURRENT standard:** 1.1 Match oral words to printed words 1.3 Identify letters, words, and sentences

### RF K.1

1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

### RF 1.1

1. Demonstrate understanding of the organization and basic features of print.
  - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### RF 2.1

1. (Not applicable to foundational skills)

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                    |              |
|--------------------|--------------|
| • organization     | organización |
| • word             |              |
| • sentence         |              |
| • names            | nombres      |
| • beginning        |              |
| • ending           |              |
| • punctuation      | puntuación   |
| • capitalization   |              |
| • question mark    |              |
| • period           |              |
| • exclamation mark |              |

#### TEACHING NOTES AND

##### STRATEGIES

Not applicable

#### ESSENTIAL SKILLS/CONCEPT

- Know that sentences begin with a capital letter
- Know that a sentence conveys a complete thought
- Know that sentences need ending punctuation
  - question ?
  - period .
  - exclamation !

#### QUESTIONS STEMS

- Show me where to begin reading.
- Distinguish UC from LC letters
- Identify basic punctuation period, quest
- Basic capitalization (First Letter of Sentence, Proper Nouns)
- Serial order L to R
- Know that print contains message
- Know that illustrations add detail
- Did you start the sentence with a capital?
- How should you start that sentence?
- Does your sentence tell who did what?
- How should your sentence end?
- Do you need something at the end of your sentences?

# READING STANDARDS

## Phonological Awareness

**Anchor:** Anchor standards do not exist for RF standards

**CURRENT standard:** 1.4 Distinguish initial, medial, and final sounds in single syllable words 1.5 Distinguish long- and short-vowel sounds in orally stated single syllable words (e.g., Blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat). bit/bite). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat). 1.9 Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/).

### RF K.2

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. Blend two to three phonemes into recognizable words.
  - e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)
  - f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### RF 1.2

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Distinguish long from short vowel sounds in spoken single-syllable words.
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### RF 2.2

1. (Not applicable to foundational skills)

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                       |            |
|-----------------------|------------|
| • distinguish         | distinguir |
| • vowel vocal         |            |
| • consonant           | consonante |
| • sound               | sonido     |
| • segment             | segmento   |
| • blend               |            |
| • syllable            | silaba     |
| • initial (beginning) | inicial    |
| • medial (middle)     |            |
| • final (end) final   |            |

#### ESSENTIAL SKILLS/CONCEPT

- Know the sound symbol correspondence of all short and long vowel sounds.
- Identify vowels/vowel sounds within single syllable words (ex. cvc words)
- Isolate and blend phonemes in single syllable words.
- Identify phonemes in the initial, medial and final position in spoken single syllable words.
- Articulate simple decodable words, identifying all phonemes in the initial, medial and final position.
- Segment phonemes in proper order. (ex. c-a-t = cat).

#### TEACHING NOTES AND

##### STRATEGIES

Not applicable

#### QUESTIONS STEMS

- What sound do we hear at the beginning of \_\_\_\_\_?
- What sound do we hear in the middle of \_\_\_\_\_?
- What sound do we hear in the end \_\_\_\_\_.
- What is the first sound in \_\_\_\_\_? Last \_\_\_\_\_?
- Stretch the word \_\_\_\_\_,
- On your arm, tap the sounds you hear in \_\_\_\_\_
- What word do you make by putting together the sounds /m/a/H/?

# READING STANDARDS

## Phonics & Word Recognition

**Anchor:** Anchor standards do not exist for RF standards

**CURRENT standard:** 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound association to read words. 1.14 Read inflectional form (e.g., s, ed, ing) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., ite, ate). CA standards do not address syllable understanding in Grade 1 per CCS 3d, 3e.

### RF K.3

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.\*
  - c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### RF 1.3

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
- a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. 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.**
- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.



# READING STANDARDS

## ACADEMIC VOCABULARY/

### COGNATES

• decode	descodificar
• syllable	silaba
• sounds	sonidos
• silent e	silenciosa /a
• vowel vocal	
• consonant	consonante
• pattern	patrón
• endings	
• diagraph	

## ESSENTIAL SKILLS/CONCEPT

- Understand that sometimes two consonant letters make one sound (e.g.,/sn/wh/khl)
- Read and pronounce the sounds represented in one – syllable words
- Know that in many short words that end in e the vowel has a long sound
- Understand that words have parts and each part needs a vowel
- Use inflectional ending like –ed, -es-ing, to read words
- Know the role that inflectional endings play in making words
- Know rules for breaking words apart like double consonants, inflected endings
- Understanding that each syllable must contain a vowel sound, use this knowledge to identify syllables within written words.
- Ability to decode simple two syllable words following the vowel pattern for syllable division.
- Ability to recognize and read grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked)

## TEACHING NOTES AND

### STRATEGIES

Not applicable

## QUESTIONS STEMS

- When I point to a letter tell me if it is a vowel or consonant?
- What can you do when you get to a word you don't know?
- What do you hear at the beginning, middle, end of this word.
- Stretch the sounds...., now put them together quickly.
- Can you hear the differences between long and short vowel sounds?
- Did you see any silent letters
- How many syllables does this word have?
- Tap out the syllables in the word....
- Are there any chunks you know?

# READING STANDARDS

## Fluency

**Anchor:** Anchor standards do not exist for RF standards

**CURRENT standard:** 1.16 Read aloud with fluency in a manner that sounds like natural speech. CA standards address fluency with less specificity

### RF K.4

4. Read emergent-reader texts with purpose and understanding.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                 |             |
|-----------------|-------------|
| • fluency       | fluidez     |
| • accuracy      |             |
| • expression    | expresión   |
| • recognition   |             |
| • comprehension | comprensión |
| • reread        |             |
| • punctuation   | puntuación  |
| • period        |             |
| • comma         | coma        |

#### ESSENTIAL SKILLS/CONCEPT

- Bank of known sight words.
- Understand meaning is contained in text.
- Early self monitoring/correcting behaviors
- Use re-reading as a strategy to help understand text

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

- What can you do when you get to a word or part you don't know?
- How can you help yourself? Correct
- Can you get your mouth ready for the first sound...., stretch the sounds.
- Reread the sentence again, make it sound like talking.
- Reread the story from the beginning.
- What is this book about?
- What helps you know what it is about?
- What do we do with our voice when we reach a period, comma?

# 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 Select a focus when writing.

### W K.1

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                  |          |
|------------------|----------|
| • Opinion        | opinión  |
| • reasons        | razón    |
| • topic          |          |
| • details        | detalles |
| • title          | título   |
| • ask and answer |          |

#### ESSENTIAL SKILLS/CONCEPT

- Understand the concept of having an opinion
- Identify a favorite book or story
- To express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.
- Write a brief opinion piece about a book or story. Provide a reason for that opinion.
- Provide enough detail to bring the written piece to a reasonable closure.
- Identify a topic for their writing.

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 2:** Write Effectively

#### QUESTIONS STEMS

- What did you like best?
- Name your favorite book or story
- Why did you choose this book or story?
- What did you like best?
- What are you going to write about? Why?
- Tell me two things you like about \_\_\_\_.
- Write about \_\_\_\_ include the reasons you chose this topic.
- How will you end your writing?

# 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:** 2.2 Write expository descriptions of a real object, person, place, or event, using sensory details.

### W K.2

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

### 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 name a topic, supply some facts about the topic, and provide some sense of closure.

#### ACADEMIC VOCABULARY/ COGNATES

- |               |             |
|---------------|-------------|
| • information | información |
| • facts       |             |
| • explanation | explicación |
| • write       |             |
| • details     | detalles    |

#### ESSENTIAL SKILLS/CONCEPT

- Ability to write complete sentences
- Ability to retell orally a familiar event or experience noting details
- Ability to identify facts within a text
- Ability to select a topic of interest to write about
- Ability to tell what they are writing about
- Ability to organize their ideas so they can be written logically.

#### TEACHING NOTES AND STRATEGIES

**See Appendix C:** Big Book about Spain (1st) pages 11-12

**SBAC Claim # 2:** Write Effectively

#### QUESTIONS STEMS

- Chose a topic to write about.
- Decide what information you will write about.
- How will you organize your ideas?
- What is your topic sentence?
- What details do you have to support your topic?
- Where will you get your information?

# 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 (e.g., fictional, autobiographical) describing an experience.

### W K.3

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |            |           |
|------------|-----------|
| • Sequence | sequencia |
| • event    |           |
| • time     |           |
| • order    | orden     |

#### ESSENTIAL SKILLS/CONCEPT

- Ability to retell familiar events in sequence order
- Identify major events
- Write a brief narrative around a center focus
- Bring the writing to an end

#### TEACHING NOTES AND STRATEGIES

See Appendix C: Hamster\* - pages 13-14

SBAC Claim # 2: Write Effectively

#### QUESTIONS STEMS

- Tell me about \_\_\_\_\_.
- What event happened first, next, etc?
- When did you do this?
- What was your main event?
- Can you organize your thoughts using sequencing?
- What words will you use to signal another event?
- When did the events happen?

# WRITING STANDARDS

## Production & Distribution of Writing

**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

### W K.4

4. (Begins in grade 2)

### W 1.4

4. (Begins in grade 2)

### W 2.4

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

### NOTES

# 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:** CA includes revision in Grade 2.

### W K.5

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

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |            |           |
|------------|-----------|
| • focus    |           |
| • details  | detalles  |
| • revise   | revisar   |
| • edit     |           |
| • improve  |           |
| • sequence | secuencia |

#### ESSENTIAL SKILLS/CONCEPT

- Generate a topic to write about
- Know how to take ideas from a graphic organizer or chart to write about
- Organize the writing so that it moves logically
- Write sentences with details
- Know that you can add sizes, colors, and other adjectives to writing to strengthen it
- When reading with an adult, be able to recognize unrelated ideas
- Work with peers

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

- What is your topic?
- What details will you add to support the topic
- What happened first? Second? Last?
- Can you tell a friend what you will be writing in the correct sequence?
- How will you revise your writing?
- What details are the most important to include in your writing?
- Swap papers with a partner, focus on editing and revising each other's papers.

# 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 standards do not mention digital tools

### W K.6

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

### 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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                  |             |
|------------------|-------------|
| • Cooperate      | cooperar    |
| • computer       | computadora |
| • keyboard       |             |
| • monitor/screen |             |
| • Information    | información |

#### ESSENTIAL SKILLS/CONCEPT

- Understand how to use a computer
- With guidance know how to use PowerPoint
- Understand how to print
- Know how to use the computer toolbar
- Know how to use a mouse
- Understand how to save materials
- Work collaborative with a partner

#### TEACHING NOTES AND STRATEGIES

Not applicable

#### QUESTIONS STEMS

- Can you turn on your computer?
- Do you know how to save information?
- Would you rather present your information using PowerPoint?
- Where will you look for information?
- Did you find a site that was most helpful?
- What information are you looking for?



# 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:** 3.3 Recollect, talk, and write about books read during the school year.  
CA: Narrative description under Writing Applications 2.0 refers to research.

### W K.7

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

### 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).

#### ACADEMIC VOCABULARY/ COGNATES

- |               |             |
|---------------|-------------|
| • research    |             |
| • directions  | direcciones |
| • sequence    | secuencia   |
| • instruction | instrucción |
| • fact        |             |
| • fiction     | ficción     |

#### ESSENTIAL SKILLS/CONCEPT

- Write simple sentences
- Understanding of informational texts structure
- Locate information within text
- Identify sequence in how to guide
- Information
- Facts
- Explanation

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 4:** Conduct Research

#### QUESTIONS STEMS

- Who is the author of the book you read?
- Was this book fact or fiction?
- How do you know if it is fact or fiction?
- What do you do first, second, third, etc?
- Locate \_\_\_\_\_ in the text.

# 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:** Gathering information from sources not part of CA Grade 1

### W K.8

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

### 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. Recall information from experiences or gather information from provided sources to answer a question.

#### ACADEMIC VOCABULARY/ COGNATES

- collect
- gather
- select
- recall
- information      información
- retell
- describe      describir
- sources
- encyclopedia      enciclopedia
- non-fiction
- expository
- magazine
- article      artículo

#### ESSENTIAL SKILLS/CONCEPT

- Retell / recall key details
- Describe personal experiences
- Locate information within text
- Know that information can come from different sources, (e.g., books, digital, print)

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 2:** Write Effectively

**SBAC Claim # 4:** Conduct Research

#### QUESTIONS STEMS

- Can you tell me what happened?
- Can you give me information using who, what, when, why, and where
- What sources did you use to find information?
- Can you recall the main event idea?
- Can you retell the main event idea?
- Describe why this event or person is important?
- How will you rewrite this information in your own words?

# 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 Listen attentively 1.2 Ask questions for clarification and understanding CCS 1b, 1c: build on others conversation and ask questions not in CA standards Grade 1

### SL K.1

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |                    |              |
|--------------------|--------------|
| • conversation     | conversación |
| • partner          |              |
| • take turns       |              |
| • listen carefully |              |
| • interrupting     | interrumpir  |
| • inside voices    |              |

#### ESSENTIAL SKILLS/CONCEPT

- Know that when talking there are rules that we follow such as, not interrupting when another person is speaking.
- Know that when listening to someone, we need to look at them.
- Know that when we are listening to someone, we need to respond about the same thing.
- Realize when they have become confused
- Ask questions for clarity

#### TEACHING NOTES AND STRATEGIES

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

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

- Talk to your partner about...
- Talk to your group about...
- Ask your partner \_\_\_\_\_
- Tell your partner what you think about \_\_\_\_\_
- Tell your partner what you have liked so far.
- Tell your group what you have learned about...
- Can you say that again?
- I didn't understand?
- Can you say it again?
- Excuse me, can I say something?

# SPEAKING & LISTENING

## Comprehension & Collaboration

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

**CURRENT standard:** 3.3 Recollect, talk, and write about books read during the school year. 1.4 Stay on the topic when speaking.

### SL K.2

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- |               |          |
|---------------|----------|
| • title       | titulo   |
| • story       |          |
| • ask         |          |
| • author      | autor    |
| • retell      |          |
| • partner     |          |
| • video video |          |
| • text        | texto    |
| • details     | detalles |

#### ESSENTIAL SKILLS/CONCEPT

- Understand that illustrations and words convey messages
- Listen with the intent to remember what is being read
- Recognize important details
- Understand the importance of the title and how it relates to the text
- Understand that there are messages in videos, television programs, and pictures as well as text
- Know how to ask appropriate questions
- Answer questions to show that you understand

#### TEACHING NOTES AND STRATEGIES

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

**SBAC Claim # 5:** Use oral and written language skillfully

#### QUESTIONS STEMS

- Look at the title, what do you think this text is about?
- What happened in the story?
- If you had to ask one question about the story what would it be?
- What did you learn when you read this book?
- What is the author trying to tell you?
- Retell the story to your partner
- What do you think the video is telling us?
- What is the one thing you learned from looking at the text, picture, video?

# SPEAKING & LISTENING

## Comprehension & Collaboration

**Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **CURRENT standard:** not applicable

### SL K.3

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

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

#### ESSENTIAL SKILLS/CONCEPT

- Understand what is being said
- Ask important questions
- Answer important questions
- Ask for more information
- Know how to organize information
- Know how to ask questions when meaning is lost

#### 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 so you could find out more information
- What was the most important detail?
- I didn't understand, can you say it again?
- Can you tell me more about it so I can understand better?

# SPEAKING & LISTENING

## Presentation of Knowledge & Ideas

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

**CURRENT standard:** 1.5 Use descriptive words when speaking about people, places, things, and events 2.3 Relate an important life event or personal experience in a simple sequence.

### SL K.4

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

### 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.**

#### ACADEMIC VOCABULARY/ COGNATES

- |                  |           |
|------------------|-----------|
| • details        | detalles  |
| • character      | personaje |
| • person persona |           |
| • people         |           |
| • things         |           |
| • place          |           |
| • happen         |           |
| • describe       | describir |

#### ESSENTIAL SKILLS/CONCEPT

- Understand the event
- Understand that a place can be a building, city, space, or location
- Know and use sensory words
- Know and use positional words
- Know and use multiple descriptive words

#### TEACHING NOTES AND STRATEGIES

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

#### QUESTIONS STEMS

- Where did the event take place?
- Why was this location important to the story?
- Describe the location to your partner
- Describe the characters to your partner
- Can you tell why you liked the story?
- Give details to support your answer.
- What did the person/place look like?
- Where and when did the event happen?
- Did you tell how you felt when you saw...
- Which poem will you and/or your group be working on to learn?
- Today we are going to learn a new (song, poem, rhyme).
- Can you say more about your idea/feelings?

# 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:** not applicable

### SL K.5

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

### 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.

#### ACADEMIC VOCABULARY/

##### COGNATES

- |                |             |
|----------------|-------------|
| • voice        | voz         |
| • topic        |             |
| • speaking     |             |
| • illustration | ilustración |
| • clarify      | clarificar  |
| • express      | expresar    |
| • ideas        | ideas       |
| • feelings     |             |
| • description  | descripción |
| • clarify      | clarificar  |
| • thoughts     |             |

#### ESSENTIAL SKILLS/CONCEPT

- Choose a topic to speak about
- Be able to describe and use adjectives
- Use a picture or a media presentation
- Use magazine pictures or clip art to mark posters to support what they are saying
- Understand that charts, graph or illustrations help increase understanding

#### TEACHING NOTES AND

##### STRATEGIES

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

#### QUESTIONS STEMS

- What topic will you be speaking about today?
- Can you find or make an illustration that will help clarify your topic?
- What will you use to help your presentation?
- Can you add more information that will help clarify your ideas?
- How will you organize your speech?
- What descriptive words can you use to help your presentation be more informative and interesting?

# 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:** 1.1 Write and speak in complete, coherent sentences.

### SL K.6

6. Speak audibly and express thoughts, feelings, and ideas clearly.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- share
- topic
- event
- important                      importante
- voice                              voz

#### ESSENTIAL SKILLS/CONCEPT

- Understand that there are times when using complete sentences is required
- Know that complete sentences express a thought
- Know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations

#### TEACHING NOTES AND STRATEGIES

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

#### QUESTIONS STEMS

- What would you like to share today?
- What is your topic?
- Can you say that in a complete sentence?
- You told who, but can you tell us what they were doing?
- Did you remember to talk about the who and the what?
- Can you tell more about where, who



# 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:** 1.2 Use descriptive words when writing. 1.3 Print legibly and space letters, words, and sentences appropriately 1.1 Write and speak in complete, coherent sentences. 1.2 Identify and correctly use single and plural nouns. 1.3 Identify and correctly use contractions and single possessive pronouns (e.g., my/mine, his/her, hers, your/s). in writing and speaking 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. CCS: 1c, 1e, 1f, 1g, 1h, 1i, 1j include grammar structures not referenced in CA Grade 1

### L K.1

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.

### 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*).

# LANGUAGE STANDARDS

## ACADEMIC VOCABULARY/

### COGNATES

- sentence
- uppercase/lowercase
- adjective      adjetivo
- subject/predicate      sujeto/  
   predicado
- question
- exclamatory

## ESSENTIAL SKILLS/CONCEPT

- Write a complete sentence
- Understand that a complete sentence has a subject and predicate
- Understand that proper nouns
- Understand the use of adjectives
- Understand the difference between uppercase and lowercase letters
- Understand different types of sentences

## TEACHING NOTES AND

### STRATEGIES

**SBAC Claim # 2:** Write effectively.

## QUESTIONS STEMS

- When I point to a letter tell me if it is a vowel or consonant?
- What can you do when you get to a word you don't know?
- What do you hear at the beginning, middle, end of this word.
- Stretch the sounds..., now put them together quickly.
- Can you hear the differences between long and short vowel sounds?
- Did you see any silent letters
- How many syllables does this word have?
- Tap out the syllables in the word....
- Are there any chunks you know?

# LANGUAGE STANDARDS

## Conventions of Standard English

**Anchor:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CURRENT standard:** 1.5 Use a period, exclamation point, or question mark at the end of sentences. 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. 1.7 Capitalize the first word of a sentence, names of people, and the common pronoun I. 1.8 Spell three- and four- letter short-vowel words and grade-level-appropriate sight words correctly. CCS 2c: Commas in series in CA Grade 3.

### L K.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### 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.

#### ACADEMIC VOCABULARY/ COGNATES

- sentence
- period
- question mark
- exclamation mark
- date
- correctly                      correctamente
- capitalize
- punctuate                      puntuar

#### ESSENTIAL SKILLS/CONCEPT

- Identify period, question mark, and exclamation mark
- Know when to use a period, question mark, and exclamation mark
- Know that the first word in sentences, proper names, days of the week and months are capitalized.
- Know that a comma separates the date from the year
- Understand letter patterns and their sounds

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 2:** Write effectively.

#### QUESTIONS STEMS

- Can you write a sentence using a period? A question mark? An exclamation mark?
- Write today's date correctly
- Did you remember to capitalize and punctuate your sentence?
- Go through and check your work for spelling. Can you sound out words that are difficult and correct them?

# LANGUAGE STANDARDS

## Knowledge of Language

**Anchor:** Not applicable

**CURRENT standard:** not applicable

### W K.3

4. (Begins in grade **2**)

### W 1.3

4. (Begins in grade **2**)

### W 2.3

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

### NOTES

# 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:** 1.13 Read compound words and contractions.

### L K.4

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
  - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

### 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Use frequently occurring affixes as a clue to the meaning of a word.
  - 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
  - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.

#### ACADEMIC VOCABULARY/ COGNATES

- picture
- understand
- meaning
- prefix                      prefijo
- suffix                      sufijo

#### ESSENTIAL SKILLS/CONCEPT

- Understand and know many common words
- Understand that some words have other meanings
- Use context and /or pictures to help determine a new meaning for a known word
- Know affixes to understand

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 5:** Use oral and written language skillfully.

#### QUESTIONS STEMS

- Can you look at the picture, or the words around the word you don't know, to understand its meaning?
- Does this word have a prefix or suffix?
- How does the prefix or suffix change the meaning of the word?
- Can you use a word with a prefix or suffix in a sentence?

# LANGUAGE STANDARDS

## Vocabulary Acquisition and Use

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

**CURRENT standard:** 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, food, toys). CCS 5b, 5c, 5d: not in CA Gr. 1

### L K.5

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

### 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*).

#### ACADEMIC VOCABULARY/

##### COGNATES

- |               |             |
|---------------|-------------|
| • Synonym     | sinónimo    |
| • antonym     | antónimo    |
| • powerful    |             |
| • partner     |             |
| • group       | grupo       |
| • explanation | explicación |

#### ESSENTIAL SKILLS/CONCEPT

- Understand parts of speech
- Distinguish between nouns, verbs, adjectives
- Understand synonyms and antonyms
- Understand shades of meaning for appropriate usage
- Understand the relationship between groups of words
- Sort words into categories

#### TEACHING NOTES AND

##### STRATEGIES

**SBAC Claim # 5:** Use oral and written language skillfully.

#### QUESTIONS STEMS

- Can you write a synonym for \_\_\_\_\_?
- Can you write an antonym for \_\_\_\_\_?
- Looking at these five words synonyms, write them from the least powerful to the most powerful.
- Can you and your partner sort these words into groups?
- Can you give me an explanation of why you grouped your words in this way?

# LANGUAGE STANDARDS

## Conventions of Standard English

**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:** not applicable

### L K.6

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### 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*).

#### ACADEMIC VOCABULARY/ COGNATES

- |               |            |
|---------------|------------|
| • retell      |            |
| • details     | detalles   |
| • important   | importante |
| • event       | evento     |
| • problem     | problema   |
| • solution    | solución   |
| • differently | diferente  |

#### ESSENTIAL SKILLS/CONCEPT

- Understand the importance of sequence in retelling what you have read
- Retell the most important events and then add details
- Understand cause and effect events
- Ask questions of difficult events
- Discuss with partner the events in the story and how the problem was solved.

#### TEACHING NOTES AND STRATEGIES

**SBAC Claim # 5:** Use oral and written language skillfully.

#### QUESTIONS STEMS

- Can you retell the story in your own words and add details?
- What was the most important event in the story? Why?
- Was there a problem? If so, how was this problem solved.
- What caused the problem?
- What was the solution?
- Would you have solved the problem differently?

# 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. <sup>1</sup>								
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.								

<sup>1</sup>Subsumed by L.7.3a

<sup>2</sup>Subsumed by L.9-10.1a

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

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

# 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  $7 \times 8$  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  $2 \times 7$  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 1 - OVERVIEW

**In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.**

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.<sup>1</sup>
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.



# MATHEMATICS STANDARDS

## OPERATIONS & ALGEBRAIC THINKING

### REPRESENT AND SOLVE PROBLEMS INVOLVING ADDITION AND SUBTRACTION.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

### UNDERSTAND AND APPLY PROPERTIES OF OPERATIONS AND THE RELATIONSHIP BETWEEN ADDITION AND SUBTRACTION.

3. Apply properties of operations as strategies to add and subtract. 3 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)
4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

### ADD AND SUBTRACT WITHIN 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

### WORK WITH ADDITION AND SUBTRACTION EQUATIONS.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \quad - 3$ ,  $6 + 6 = \quad$ .

# MATHEMATICS STANDARDS

## NUMBER & OPERATIONS IN BASE TEN

### EXTEND THE COUNTING SEQUENCE.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

### UNDERSTAND PLACE VALUE.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
  - a. 10 can be thought of as a bundle of ten ones — called a “ten.”
  - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

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

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used.

<sup>2</sup>See Glossary, Table 1.

<sup>3</sup>Students need not use formal terms for these properties.

# MATHEMATICS STANDARDS

## MEASUREMENT & DATA

### MEASURE LENGTHS INDIRECTLY AND BY ITERATING LENGTH UNITS.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

### TELL AND WRITE TIME.

3. Tell and write time in hours and half-hours using analog and digital clocks

### REPRESENT AND INTERPRET DATA.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

# MATHEMATICS STANDARDS

## GEOMETRY

### REASON WITH SHAPES AND THEIR ATTRIBUTES.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quartercircles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<sup>4</sup>
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

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<sup>4</sup>Students do not need to learn formal names such as “right rectangular prism.”

For more information contact

