



California's **COMMON CORE** Content Standards Kindergarten

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
Kindergarten

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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: not applicable

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.

ACADEMIC VOCABULARY/ COGNATES

- details detalles
- questions
- ask
- answer
- text texto
- information información
- where
- know
- partner

ESSENTIAL SKILLS/CONCEPT

- Ask questions
- Answer questions
- Give details
- Listening for information

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Who, what, where, when questions
 - Who was in the story?
 - What was this about?
 - What happened next?
- Can you ask your neighbor/partner about...?
- Talk to your partner about...
- Where did it say that?
- How did you know that?

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: 2.4 Retell familiar stories.

RL K.2

2. With prompting and support, retell familiar stories, including key details.

RL 1.2

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------------|------------|
| • retell | |
| • details | detalles |
| • main events | |
| • story | |
| • problem | problema |
| • character | |
| • beginning, middle, end | |
| • resolution | resolución |
| • solve | |
| • sequence | secuencia |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Identifying the main events of the story
- Retelling the story
- Sequencing/Ordering the events of the story
- Verbalizing the basic elements of the story
 - character
 - setting
 - problem
 - resolution
 - ending
- Identifying key details

QUESTIONS STEMS

- Can you tell me what happened in the story?
- Using these pictures/cards can you tell what happened in the story?
- What happened first?
- What was the story about?
- What did the character do to solve the problem?
- What happened at the end of the story?
- Can you draw a picture of what happened in the story and then tell me about it?

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: 3.3 Identify characters, settings, and important events.

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|-----------------|-------------|
| • identify | identificar |
| • characters | personajes |
| • setting/place | |
| • time | |
| • problem | problema |
| • solution | solución |
| • conclusion | conclusion |
| • events | |
| • happened | |

ESSENTIAL SKILLS/CONCEPT

- Identify characters
- Identify settings
- Identify major events
- Identify problem and solution

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Who are the characters in this story?
- Who is the story about?
- What happened in the story?
- When did the story happen?
- Where did the story take place?
- What was the problem in the story?
- How was the problem solved?
- Are the characters alike?
- How are they different?
- Can you look at the picture and tell me about...?

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.

ACADEMIC VOCABULARY/ COGNATES

- unknown word
- answer
- question
- text

ESSENTIAL SKILLS/CONCEPT

- Identify a word
- Ask a question
- Use cues such as visuals, phonics, and semantics to figure out unknown words

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Point to an unknown word on the page
- What was hard about that word?
- Is there a chunk in that word that you know?
- Do you know a word like that?
- Can you get your mouth ready?
- Is there something in the picture that can help you?

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: 3.2 Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels).

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.

ACADEMIC VOCABULARY/ COGNATES

• fiction	ficción
• story	
• poem	poema
• fable	fábula
• narrative	narrativa
• purpose	
• information	información
• text	texto
• storybooks	
• rhyme	rima
• recognize	reconocer

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students read two texts on the topic of pancakes (Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a *storybook* and the text that is a *poem*.

ESSENTIAL SKILLS/CONCEPT

- Recognize that there are different purposes for writing
- Understand that writing is formatted in different ways
- Know the elements of a story
- Know the elements of poems
- Recognize common genres
 - fable
 - narrative
 - fairytale
 - poem
 - rhyme
 - counting books
 - alphabet books

QUESTIONS STEMS

- What is this book about?
- Will this book tell us a story or help us learn something new?
- What helps us know that this book is a _____
- Is this story real or not real?
- Is this a _____ or a _____

READING STANDARDS

Craft and Structure

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

CURRENT standard: 2.1 Locate the title, table of contents, name of author and name of illustrator.

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------|---------------|
| • author | autor |
| • illustrator | ilustrador |
| • illustration | ilustración |
| • drawing | |
| • written by | |
| • illustrated by | ilustrado por |
| • book | |
| • story | |
| • name | |
| • front cover | |
| • title page | |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Identify the name of the author
- Identify the name of the illustrator
- Tell what the author does
- Tell what the illustrator does

QUESTIONS STEMS

- Who wrote this story?
- Who drew the pictures?
- Can you point to the name of the author?
- Where can I find the name of the person who wrote this story?
- What does the author do?
- What does the illustrator do?

READING STANDARDS

Integration of Knowledge and Ideas

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

CURRENT standard: 2.2 Use pictures and context to make predictions about story content.

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|----------------|-------------|
| • illustration | ilustración |
| • illustrator | ilustrador |
| • drawing | |
| • picture | |
| • story | |
| • tell | |
| • happening | |
| • character | personaje |

ESSENTIAL SKILLS/CONCEPT

- Recognize what an illustration is (e.g., picture, photo, drawing, sketch)
- Understand and follow the story's events and plots
- Know that the illustrations help you understand more about the story, its characters, and the plot
- Connect the point of the story with the illustrations

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Tasks:

Students (with prompting and support from the teacher) describe the relationship between key events of the overall story of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak

QUESTIONS STEMS

- After looking at the picture, what do you think will happen next?
- Why do you think the illustrator drew this picture?
- What can you learn about ___character's name___ by looking at the pictures?
- Is there anything in the picture that helps you understand the story better?
- Point to the picture. Say: Tell me what is happening in the story?
- Picture walk through the book, before and after reading the story to help students understand what they will be reading or hearing.

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)

NOTES

READING STANDARDS

Range of Reading Level & Level of Text Complexity

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: 2.5 Ask and answer questions about essential elements of a text.

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.

ACADEMIC VOCABULARY/

COGNATES

• character	personaje
• story	
• adventures	aventuras
• experiences	experiencias
• compare	comparar
• contrast	contraste
• similar	
• different	diferente

ESSENTIAL SKILLS/CONCEPT

- Know that compare means looking for things that are alike or the same.
- Know that contrast means looking for differences
- Know that adventures are a series of events that make up a story
- Understand that an experience can be part of an adventure or plot
- Understand the who of the story
- Understand the what of the story
- Identify similarities in the experiences of characters
- Identify differences in the adventures of characters

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students (with prompting and support from the teacher) compare and contrast the adventures and experiences of the owl in Arnold Lobel's Owl at Home to those of the owl in Edward Lear's poem "The Owl and the Pussycat."

QUESTIONS STEMS

- What adventure did __character's name__ have in this story?
- How is this like another story we read?
- Did the same things happen to character's name?
- How were the stories different?
- Can you think of another story that is like this one?

READING STANDARDS

Range of Reading & Level of Text Complexity

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

CURRENT standard: Not explicitly stated in CA Reading standards.

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.**

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|---------------|
| • group | grupo |
| • listen | |
| • purpose | |
| • understanding | |
| • books | |
| • activities | actividades |
| • illustrations | ilustraciones |
| • events | |
| • content | contenido |
| • predictions | predicciones |
| • text | texto |

ESSENTIAL SKILLS/CONCEPT

- Working with others in a group
- Listening intently
- Asking questions
- Making an assertion
- Taking turns

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Today our group is going to read about ...
- Working together we will...
- With your partner, read about ...
- Listen to what I read and be prepared to turn to a partner and retell the story in your own words

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|------------|
| • question | |
| • answer | |
| • important | importante |
| • detail | detalles |
| • text | texto |

ESSENTIAL SKILLS/CONCEPT

- With prompting, know how to ask a question
- With prompting, answer questions
- Answer who, what, when, where, how many, and how questions.
- With support determine which details are important in the text and why

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What do you think was the most important thing you learned?
- Can you ask your partner to tell you what happened when ...
- After modeling: Can you ask your partner how ...?
- What details are the most important to the story?

READING STANDARDS

Key Ideas and Details

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

CURRENT standard: not applicable

RI 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.

ACADEMIC VOCABULARY/ COGNATES

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

ESSENTIAL SKILLS/CONCEPT

- Know what a topic is
- Determine the importance of particular topics in text
- Identify the main topic
- Know how to retell information using key details

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Tasks:

Students (with prompting and support from the teacher) read “Garden Helpers” in National Geographic Young Explorers and demonstrate their understanding of the main idea of the text—not all bugs are bad—by retelling key details.

QUESTIONS STEMS

- What was this book/page about
- Can you tell me what you learned?
- Can you tell me what came first?
- Which sentence tells what this was mostly about?
- What is the main topic of the text?
- Can you tell me some key details of the story?

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: not applicable

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------|-------------|
| • support | |
| • individual | individuo |
| • events | eventos |
| • ideas | ideas |
| • information | información |
| • connection | conexión |
| • cause | causar |
| • happen | |

ESSENTIAL SKILLS/CONCEPT

- With support, connect individuals and events
- With prompting, describe main ideas in a text
- Distinguishing what is an important piece of information
- Know what an event is
- Link people and their ideas
- Tell who is doing what in a piece of text

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students (with prompting and support from the teacher) describe the connection between drag and flying in Fran Hodgkins and True Kelley's How People Learned to Fly by performing the "arm spinning" experiment described in the text.

QUESTIONS STEMS

- How are _____ and _____ connected to each other?
- What was his/her idea?
- What caused this to happen?
- Support your answer with events from the text
- What did they do to make this happen
- Can you tell what happened after ...?
- What information is most important?

READING STANDARDS

Craft and Structure

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

CURRENT standard: not applicable

RI K.4

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

RI 1.4

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

ACADEMIC VOCABULARY/ COGNATES

- ask
- answer
- question
- pictures
- known
- unknown
- help
- word(s)
- text

texto

ESSENTIAL SKILLS/CONCEPT

- Be able to ask questions that can help solve an unknown word
- Recognize that a word is not known
- Be aware that there are strategies for solving unknown words
- Know that you can use clues to help solve unknown words like picture clues, beginning letters, etc.

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Tasks:

Students ask and answer questions about animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's *What Do You Do With a Tail Like This?*

QUESTIONS STEMS

- Do you know something about that word that will help you?
- Can you get your mouth ready to say the first sound?
- What can you do to get help?
- Is there someone you can ask who might be able to help you?
- Is there something in the picture that can help you figure out what the word is?

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: 1.1 Identify the front cover, back cover, title page of a book.

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|-------------|
| • front | |
| • back | |
| • identify | identificar |
| • title | título |
| • book | |
| • page | página |
| • cover | |
| • different | diferente |

ESSENTIAL SKILLS/CONCEPT

- Identify the front cover
- Identify the back cover
- Identify the title page

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Show me the...
- Identify the ...
- Open your book to the title page.
- How would you hold this book to read it to the class?
- Can you identify the different parts of this book?

READING STANDARDS

Craft and Structure

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

CURRENT standard: 2.1 Locate the title, table of contents, name of author and name of illustrator.

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|------------------|---------------|
| • written by | |
| • illustrated by | ilustrado por |
| • drawings | |
| • identify | identificar |
| • book | |
| • ideas | ideas |
| • information | información |
| • author | autor |
| • illustrator | ilustrador |

ESSENTIAL SKILLS/CONCEPT

- Identify the name of the author
- Identify the name of the illustrator
- Define the role of the author
- Define the role of the illustrator
- Analyze how the author presents information or ideas
- Analyze how the illustrations present information or ideas

TEACHING NOTES AND STRATEGIES

Appendix B Sample Performance Task:

Students identify Edith Thacher Hurd as the author of *Starfish* and Robin Brickman as the illustrator of the text and define the role and materials each contributes to the text.

QUESTIONS STEMS

- Point to the name of the ...
- Show me the name of ...
- Identify the ...
- What does the author do?
- What does the illustrator do?
- What is the author telling us?
- How do the pictures/illustrations help us learn 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.

CURRENT standard: 2.2 Use pictures and context to make predictions about story content.

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.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|----------------|-------------|
| • illustration | ilustración |
| • describe | describir |
| • relationship | relación |
| • text | texto |
| • person | persona |
| • place | |
| • idea | idea |
| • thing | |
| • depicts | |
| • shows | |

ESSENTIAL SKILLS/CONCEPT

- Recognize what an illustration is (e.g., picture, photo, drawing, sketch)
- 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

Not applicable

QUESTIONS STEMS

- What can you learn from the illustrations?
- 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.

RI 1.8

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------|---------|
| • reasons | razones |
| • author | autor |
| • explains | explica |
| • tells | |
| • writing | |
| • text | texto |
| • support | |
| • points | puntos |

ESSENTIAL SKILLS/CONCEPT

- Know that an author writes to share what they think
- Know that authors use details to help make a point
- Understand that authors try to explain their thinking
- Know that an author may have more than one reason to explain his thinking.

TEACHING NOTES AND STRATEGIES

Not applicable

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?

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: 2nd grade

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).

ACADEMIC VOCABULARY/ COGNATES

- picture
- illustrations ilustraciones
- procedure
- steps
- first, then, next
- text texto
- topic
- differences diferencias
- similarities
- same

ESSENTIAL SKILLS/CONCEPT

- Understand texts
- State what the text is about
- Identify the similarities in the two texts
- Identify the differences between the two texts
- Tell how the illustrations, descriptions or procedures are the same or different

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you tell me what this text is about?
- Can you tell me how this picture is the same as this one?
- We read two books, what was different about them?
- We are going to compare these two books. How were they the same?
- We are going to fill in this chart; can you tell me how the two texts we read were different?
- What happened first? What happened next? Was this the same order as what we read in the other book?

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.**

ACADEMIC VOCABULARY/ COGNATES

- working together
- group grupo
- activities actividades
- purpose
- understanding
- partner
- cooperate cooperar

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 to help understand what is being read

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Remember to work together so that you can...
- Everyone needs to help.
- 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...

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: Not applicable

CURRENT standard: 1.2 Follow words from left to right, from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. 1.6 Recognize and name uppercase and lowercase letters of the alphabet. 1.12 Track auditorily each word in a sentence and each syllable in a word.

RF K.1A

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.

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).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|-----------|
| • direction | dirección |
| • left | |
| • right | |
| • top | |
| • bottom | |
| • page | pagina |
| • print | |
| • word(s) | |
| • sentence | |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Follow print from left to right
- Follow print from top to bottom
- Track each word across the page
- Track print across several pages

QUESTIONS STEMS

- Show me where I start reading?
- Which way do I go next?
- Point to the first word on this page.
- Point to the last word on the page.
- Point to each word as I read the sentence/page.

READING STANDARDS

Print Concepts

Anchor: Not applicable

CURRENT standard: not applicable

RF K.1B

1. Demonstrate understanding of the organization and basic features of print.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.

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).

ACADEMIC VOCABULARY/ COGNATES

- print
 - text
 - information
 - words
 - sentence
- texto
información

ESSENTIAL SKILLS/CONCEPT

- Distinguish words from letters or groups of letters
- Recognize the relationship between letters and sounds
- Know that the print, not the picture, represents written language

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Why do we read?
- Can you point to the words on the page?
- How can we write that?
- Where can we find things to read?

READING STANDARDS

Print Concepts

Anchor: Not applicable

CURRENT standard: not applicable

RF K.1C

1. Demonstrate understanding of the organization and basic features of print.
 - c. Understand that words are separated by spaces in print.

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).

ACADEMIC VOCABULARY/ COGNATES

- sentence
- space espacio
- word
- between
- print
- separated separados

ESSENTIAL SKILLS/CONCEPT

- Recognize space
- Between/around
- Recognize words

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you point to a word?
- Can you draw a line between the words in the story?
- Can you make a circle around every word in the sentence?
- Can you count the words in the sentence?
- How many words do you see in the title?
- Can you show me the first word in the sentence?

READING STANDARDS

Print Concepts

Anchor: Not applicable

CURRENT standard: not applicable

RF K.1D

1. Demonstrate understanding of the organization and basic features of 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).

ACADEMIC VOCABULARY/ COGNATES

- uppercase
- lowercase
- letters letras
- matching
- recognize reconocer
- point apuntar
- read
- capital
- alphabet alfabeto
- ABC's

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Identify, recognize, and name all uppercase (capital) letters.
- Identify, recognize, and name all lowercase letters.

QUESTIONS STEMS

- Can you show me an uppercase ____?
- Can you name this/these letters ____?
- (While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?
- Tell me the name of each letter as I point to it.
- Point to and read these letters.
- Match capital letters to the lowercase letters.

READING STANDARDS

Phonological Awareness

Anchor: Not applicable

CURRENT standard: 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (/f,s,th/, /j,d,j/). 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (vowelconsonant, consonantvowel, or consonantvowel- consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.10 Identify and produce rhyming words in response to an oral prompt. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words.

RF K.2A

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.

RF 1.2A

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|-----------|
| • sound | sonida |
| • ending | |
| • rhyme | rima |
| • same | |
| • different | diferente |

ESSENTIAL SKILLS/CONCEPT

- Sound recognition
- Word endings
- Sameness/difference of sounds
- Repetition
- Isolating the sounds at the end of a word

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What do you notice about these words?
- Do these words sound the same?
- Does this word rhyme with _____
- Can you name/say another word that sounds like this one?
- Do these words end the same or are they different

READING STANDARDS

Phonological Awareness

Anchor: Not applicable

CURRENT standard: not applicable

RF K.2B

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
b. Count, pronounce, blend, and segment syllables in spoken words.

RF 1.2B

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)..
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------|----------|
| • sound | sonido |
| • count | contar |
| • first | |
| • last | |
| • blend | |
| • segment | segmento |
| • take apart | |
| • repeat | repetir |

ESSENTIAL SKILLS/CONCEPT

- Counting
- Reproducing sounds
- Sequence of sounds
- Blending sounds
- Segmenting sounds

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- How many sounds do you hear?
- Where do you hear that sound?
- What do you hear first?
- Repeat these sounds.
- Listen as I say these sounds slowly. Say them with me. Let's say them fast.
- Listen to this word. Say the sounds slowly.
- Use Elkonian/sound boxes

READING STANDARDS

Phonological Awareness

Anchor: Not applicable

CURRENT standard: not applicable

RF K.2C

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Blend and segment onsets and rimes of single-syllable spoken words.

RF 1.2C

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)..
c. Isolate and pronounce initial, medial vowel, and final sounds(phonemes) in spoken single-syllable words.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------|-----------|
| • blend | |
| • segment | segmentar |
| • take apart | |
| • onset | |
| • syllables | sílibas |
| • parts | partes |

ESSENTIAL SKILLS/CONCEPT

- blending sounds to form words
- segmenting sounds
- hearing onsets
- hearing rimes
- determining syllables in words

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- How many parts do you hear in these words?
- What word do you get when you put this sound with this chunk?
- What word do you get when you add ____ to ____ (ex. /m/ to /at/)
- How many syllables does this word have?
- When you take apart this word, do you see another word?

READING STANDARDS

Phonological Awareness

Anchor: Not applicable

CURRENT standard: not applicable

RF K.2D

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
d. Blend two to three phonemes into recognizable words.

RF 1.2D

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)..
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ACADEMIC VOCABULARY/ COGNATES

- blend
- sound sonido
- phoneme
- whole word
- parts
- put together

ESSENTIAL SKILLS/CONCEPT

- Differentiate sounds
- Know that words are made up of sounds that are put together.
- Sustain the sounds of letters until the next sound is added.
- Put the different sounds together quickly

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Today we will put together sounds to make words.
- Listen to the sounds how many do you hear
- Listen to the sounds; blend the sound to say the whole word.
- Blend the word parts together and say the whole word.

READING STANDARDS

Phonological Awareness

Anchor: Not applicable

CURRENT standard: not applicable

RF K.2E

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
e. Isolate and pronounce the initial, medial vowel, and final sounds(phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

RF 1.2

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)..

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-------------|-------------|
| • sound | sonido |
| • beginning | |
| • middle | medio |
| • vowel | vocal |
| • identify | identificar |
| • tell | |
| • hear | |
| • word | |
| • end | |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Hear beginning and final sounds in three phoneme words
- Hear and pronounce the medial vowel sound in three-phoneme words

QUESTIONS STEMS

- I will say a word; tell me what sound you hear first.
- In the word _____ what is the beginning sound.
- I will say a word, what sound do you hear at the end?
- Say the word with me. What sound did you make first/last?
- Listen as I say the word. What sound do you hear in the middle?
- What vowel do you hear in the middle of the word ____?
- In the word _____, what vowel sound do you hear?

READING STANDARDS

Phonological Awareness

Anchor: Not applicable

CURRENT standard: not applicable

RF K.2F

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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)..

ACADEMIC VOCABULARY/ COGNATES

- sounds sonidos
- new word
- added
- took away

ESSENTIAL SKILLS/CONCEPT

- Identify individual sounds
- Have the ability to break words into their sounds
- Recognize the order of the sounds and add sounds to make new words
- Recognize if adding new sound makes a new word
- Changing a sound while holding on to the rest of the word

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What sounds do you hear?
- The word is _____. What word would you have if you took away the ____ and added ____ (The word is rat. What new word would you have if you took away the /r/ and added /m/?)
- What word would you have if you added ____ to ____? (What word would you have if you added /p/ to in?)

READING STANDARDS

Phonics & Word Recognition

Anchor: Not applicable

CURRENT standard: 1.14 Match all consonants and short -vowels sounds to appropriate letters. 1.15 Read simple onesyllable and high frequency words (sight words). 1.16 Understand that as letters of words change, so do the sounds (alphabetic principle).

RF K.3

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.*
 - Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - 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.**
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------|-----------|
| • sound | sonido |
| • word | |
| • same | |
| • different | diferente |
| • letter | letra |
| • read | |
| • spell | |
| • vowels | vocales |
| • sight word | |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Produce sound(s) that correspond to a given letter
- Track across a word and produce the corresponding sounds
- Know the difference between vowels and consonants
- Understand that vowels have long sounds
- Understand that vowels have short sounds
- Hear and distinguish the differences between long and short vowel sounds
- Know a word to automaticity and recall it on sight
- Read high frequency words in text
- Hear the differences in words that sound alike such as van and ban, pen and pin, and Pam and pan.
- Recall the sounds of two words and identify the differences in the words

QUESTIONS STEMS

- When I point to a letter tell me the sound that it makes.
- When I say a sound, write the letter/letters that make that sound.
- When I say ___hat___ what letter do you hear in the middle?
- How would you spell the word _____?
- Which vowel do you hear, when I say _____
- As you point to a list of high frequency words, ***“Can you read these words for me?”***
- I will say two words tell me if they are the same or different.

READING STANDARDS

Fluency

Anchor: Not applicable

CURRENT standard: not applicable

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|------------|
| • purpose | |
| • author | autor |
| • expression | expresión |
| • understanding | |
| • purpose | |
| • punctuation | puntuación |
| • period | |
| • message | mensaje |
| • story | |

ESSENTIAL SKILLS/CONCEPT

- Understand and use concepts of print and book handling skills
- Know that text has meaning and an author's message
- Use predictable patterns to read text
- Know and use a corpus of words to make meaning of text
- Master high frequency words with automaticity.
- Know how punctuation works to help comprehension

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you read this book for me?
- What can you do when you get to a word you don't know?
- Is this book going to tell you a story or is it going to help you learn about something?
- What is this book about?
- What do you think the author is trying to tell you?

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 Use letters and phonetically spell words to write about experiences, stories, people, objects, or events.

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.

ACADEMIC VOCABULARY/ COGNATES

- draw
- tell
- writing
- favorite favorito/
preferido
- book title título
- sentence frame
- sentence starter
- reason razón
- like
- dislike
- opinion opinión

TEACHING NOTES AND STRATEGIES

See Appendix C: Favorite Book (K) p.6

ESSENTIAL SKILLS/CONCEPT

- Draw a picture
- Know that a story tells about something that happened
- Understand that ideas can be conveyed through writing, drawing pictures or telling.
- Make a choice and give reasons for that choice
- Understand that letters and the sounds that they make can be written
- Understand that a title is the name of a book
- Give the name of the book when writing about that book

QUESTIONS STEMS

- What is your writing about? How will you support your opinion?
- What reasons do you state to explain your opinion?
- Which facts and details have you included that support your opinion?
- Should your reasons be placed in a specific order? Why, or why not? Is your writing logical?
- Is your writing logical?
- Does your concluding statement relate back to the opinion(s) you presented earlier in 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: 1.1 Use letters and phonetically spell words to write about experiences, stories, people, objects, or events.

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------|----------|
| • inform | informar |
| • explain | explicar |
| • write | |
| • details | detalles |
| • tell about | |
| • compose | componer |
| • topic | nombre |
| • name | |

ESSENTIAL SKILLS/CONCEPT

- Choose a topic to write about
- Decide what information they will write about
- Organize the ideas
- Use drawings about the topic to support the written ideas
- Use phonetic spelling to compose written text
- Tell what they are writing about
- Use details about their topic in their writing

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What are you writing about?
- How will you start your writing?
- Can you tell me what you like and I will write down what you say?
- Can you tell me about your picture and I will help you write about your picture?
- Can you tell some more about...
- Why don't you tell what it looks like and what it does?

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: 1.1 Use letters and phonetically spell words to write about experiences, stories, people, objects, or events.

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------|----------|
| • combine | combinar |
| • draw | |
| • retell | |
| • events | |
| • order | orden |
| • happen | |
| • reaction | reacción |

ESSENTIAL SKILLS/CONCEPT

- Draw a picture that tells a story
- Be able to talk about what has been drawn
- Know what an event is
- Know the who, what, when of the event
- Retell the event in the order that it happened
- Retell a series of events in the order in which they happened
- Recall how they felt during the event/series of events

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What will you draw and write about today?
- We all went to the _____. Today you will write a story about what happened and what we did.
- After reading a book or story, today we are going to write about this book. I want you to draw a picture of your favorite part then you will come and tell me about what you drew.
- Draw a picture that shows how you feel and then tell about what you drew.

WRITING STANDARDS

Production & Distribution of Writing

Anchor: not applicable

CURRENT standard: not applicable

W K.4

4. (Begins in grade 2)

W 1.4

4. (Begins in grade 2)

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: Begins in 2nd grade and continues in the next grade levels

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.

ACADEMIC VOCABULARY/ COGNATES

- topic
- focus
- questions
- suggestions
- peers
- writing
- details detalles
- senses sentido

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
- Recognize unrelated ideas when read with an adult
- Work with peers

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What will you be writing about today?
- What did you like the most? Can you write about that?
- Can you tell more about what you are writing?
- Be sure to write what happened first, next and last.
- Can you use what we have in the flow chart to write your story?
- Who will you write about?
- What will you tell about in your writing?

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: 1.17 Identify and sort common words in basic categories (colors, shapes, foods)

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, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

ACADEMIC VOCABULARY/

COGNATES

- | | |
|---------------|-------------|
| • mouse | |
| • PowerPoint | |
| • keyboard | |
| • typing | |
| • publishing | publicación |
| • presenting | presentar |
| • sharing | |
| • toolbar | |
| • font | |
| • writing | |
| • collaborate | colaborar |
| • produce | producir |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Be familiar with a computer keyboard
- Know how to use with help PowerPoint
- Know how to send a document to the printer
- Know how to navigate a computer toolbar
- Use a mouse
- Work with peers
- Know how to use the save function on the computer

QUESTIONS STEMS

- Can you turn on the computer?
- Would you like to type or should I?
- Would your writing be best as on one page or should we use the PowerPoint?
- How will your group decide how to present your story?
- Did you remember to save your work?

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: not applicable

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).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|------------------|
| • reason | razón |
| • tell | |
| • explain | explicar |
| • author’s name | nombre del autor |
| • title | título |
| • opinion | opinión |
| • fact | |
| • like/dislike | |

ESSENTIAL SKILLS/CONCEPT

- Know that an opinion is not a fact
- Know that opinions can be expressed using terms such as love, like, dislike, hate, etc
- Give different reasons for their preference
- Have access to books/stories by the same author
- Know that exploring can be comparing and contrasting the story, drawings, concepts the author presents in different books
- Know how to copy a title
- Know how to copy an author’s name
- Use the title and author’s name in the writing

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What is the name of your favorite book?
- Who wrote that book?
- Would you like to read/hear another book by that author?
- This book _____ and this book are by the same author. Which one did you like best and why?
- What are some of your favorite things? Why do you like them?
- Which do you like better? Choose one and give to reasons why you like it.

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: 2.1 Describe people, places, things (size, color, shape), locations, and actions.

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|------------------|--------------|
| • recall | |
| • information | información |
| • gather/collect | |
| • questions | |
| • sources | |
| • computer | computadora |
| • books | |
| • magazines | |
| • experiences | experiencias |
| • remember | |
| • learn | |

ESSENTIAL SKILLS/CONCEPT

- Retell/ recall key details
- Looking at multiple sources to gather information
- Draw conclusions from experiences to help answer a question
- Use multiple sources to come to an answer

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you tell me what happened ...
- After reading a text, or looking at a picture ask who, what, where and when questions
- Did you gather information from the computer?
- What were the best sources you used?
- Did you find information in books and magazines?
- Where can you go to gather/collect information to help you understand?

WRITING STANDARDS

Research to Build & Present Knowledge

Anchor: not applicable

CURRENT standard: not applicable

W K.9

9. (Begins in grade 4)

W 1.9

9. (Begins in grade 4)

NOTES

WRITING STANDARDS

Range of Writing

Anchor: not applicable

CURRENT standard: not applicable

W K.10

9. (Begins in grade 2)

W 1.10

9. (Begins in grade 2)

NOTES

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: 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

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.

ACADEMIC VOCABULARY/ COGNATES

- conversation conversación
- partner
- take turns
- listen carefully
- interrupting
- inside voice

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.

TEACHING NOTES AND STRATEGIES

Not applicable

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...

SPEAKING & LISTENING

Comprehension & Collaboration

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

CURRENT standard: 2.5 Ask and answer questions about essential elements of a text.

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

ACADEMIC VOCABULARY/ COGNATES

- | | |
|-----------------|-------------|
| • information | information |
| • presented | presento |
| • ask | |
| • help | |
| • understanding | |
| • media | medios |

ESSENTIAL SKILLS/CONCEPT

- Understand the ideas presented in text
- Listen with the intent to remember what is being said
- Look at a book and understand that illustrations and words convey messages
- Understand that there are messages in videos, television programs, and pictures
- Recognize which details presented are key to the message
- Know that there are places a person can go to ask for help in understanding the message
- Know how to ask appropriate questions
- Answer questions to show that they understand

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What/who was this about?
- How do you know what happened?
- What do you think this picture/video is about?
- If you are not sure, who can you ask for help?
- What did you learn when we read this book?
- What do you think the author/film/illustrator is trying to tell us?

SPEAKING & LISTENING

Comprehension & Collaboration

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

CURRENT standard: 1st grade/2nd grade

SL K.3

3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

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.

ACADEMIC VOCABULARY/ COGNATES

- ask
- answer
- question
- information información
- more más
- understand
- excuse me

ESSENTIAL SKILLS/CONCEPT

- Have a basic understanding of what is being said.
- Ask questions
- Answer questions
- Recognize that their understanding is not complete
- Ask for additional information

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What did they say?
- Can you ask them to tell you more?
- What can you say if you don't understand?
- What was the most important part that you heard?
- Did you understand what he/she was telling you?
- Can you tell me what they said about...?
- Excuse me, can you tell me that part again?

SPEAKING & LISTENING

Presentation of Knowledge & Ideas

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

CURRENT standard: 1.18 Describe common objects and events in both general and specific language. 2.1 Describe people, places, things (size, color, shape), locations, and actions. 2.3 Relate an experience or creative story in a logical 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.

ACADEMIC VOCABULARY/ COGNATES

- people
 - community workers
 - places
 - things
 - animals
 - describe
 - events
 - happened
- animales
describir

ESSENTIAL SKILLS/CONCEPT

- Use descriptive words
- Understand what an event is
- Recognize that a place can be a building, city, space, or location
- Know and use positional words
- Know and use sensory words

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you tell me what it looked like?
- Where did that happen?
- What happened when?
- What was special about that?
- What does a person such as a doctor, teacher
- Tell your neighbor what a _____ looks like. do?
- Is there anymore that you can say about...?
- What else can you tell about...?

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------------|-------------|
| • drawing | |
| • visual display | |
| • describe | describir |
| • description | descripción |
| • topic | |
| • same | |
| • more | más |
| • additional | adicional |
| • details | detalles |
| • describing words | |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Choose a topic to speak about
- Be able to use adjectives to describe the topic
- Draw a picture that shows what they are saying
- Use magazine pictures, drawings, or clip art to make posters to support what they are saying

QUESTIONS STEMS

- What will you be speaking about today?
- I want you to draw a picture that will help us understand what you are saying.
- Can you find a picture that shows what you will share?
- Can you tell us more about your picture?
- Does your drawing help add more details?

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 Recognize and use complete, coherent sentences when speaking 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.2 Recite short poems, rhymes, and songs.

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.

ACADEMIC VOCABULARY/

COGNATES

- audience
- topic
- share
- talk
- loudly
- speaking
- hear
- think

ESSENTIAL SKILLS/CONCEPT

- Talk to the audience
- Speak loudly without yelling
- Plan what they will say
- Use words like happy, unhappy, like, dislike to express their feelings
- Choose one or two ideas to talk about
- Stay on the chosen topic

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What will you share with us today?
- Who would like to share today?
- Talk to your partner about how you felt when...
- Remember to speak loudly enough so everyone can hear you.
- Think about what you will share today.
- Don't forget to tell if this made you feel happy or sad, mad, or scared

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: 1.3 Write by moving left to right and from top to bottom. 1.4 Write uppercase and lowercase letters 1.1 Recognize and use complete, coherent sentences when speaking. 1st/2nd grade 1st grade 1st grade

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.

LANGUAGE STANDARDS

ACADEMIC VOCABULARY/

COGNATES

- uppercase
- lowercase
- capital
- letters letras
- nouns
- verb verbo
- plural plural
- singular singular
- sentence
- who
- what
- when
- where
- why
- how

ESSENTIAL SKILLS/CONCEPT

- Be able to recognize upper and lowercase letters.
- Correctly form upper and lowercase letters
- Know that nouns are words that name people, places, things and ideas
- Know that verbs describe actions
- Know that many singular nouns can become plurals by adding s or es
- Form questions using who, what, where, when, why and how
- Know that the position of objects can be described by using words like to, from, in, on, etc.
- Know how to speak in complete sentences.
- Know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in the room)

TEACHING NOTES AND

STRATEGIES

Not applicable

QUESTIONS STEMS

- Can you write your ABC's?
- Can you write the letter _____?
- Can you write the uppercase letter?
- What does this letter look like in the lowercase?
- Can you make the capital letter ____?
- Which of these words are nouns?
- Can we come up with some names of ...
- A noun is a person, place, thing or idea.
- Which words tell what the people are doing?
- Can you tell what he/she is doing?
- Which word is the action word in the sentence?
- How can we change this word so that it shows that there is more than one?
- Is _____ plural or singular?
- Can you ask your partner who was ...
- Where is the ...
- If you add color words, your sentence will be longer.
- Make your sentence interesting by telling us where it was happening.

LANGUAGE STANDARDS

Conventions of Standard English

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

CURRENT standard: 1.2 Write consonant-vowelconsonant words (demonstrate the alphabetic principle). 1.2 Spell independently by using pre-phonetic knowledge, sound of the alphabet, and knowledge of letter names. 1st grade 1st grade

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|---------------------|--------|
| • letters | letras |
| • sound | sonido |
| • period | |
| • question mark | |
| • exclamation point | |
| • sentence | |
| • hear | |
| • write | |
| • spell | |
| • capitalize | |
| • upper case | |
| • lower case | |

ESSENTIAL SKILLS/CONCEPT

- Use phonetic spelling when writing
- Name the period, question mark, and exclamation point
- Know when to use a period, question mark or exclamation point in writing
- Know and write a sentence
- Know that a sentence begins with a capital letter
- Know that a sentence needs some type of ending punctuation
- Understand the relationship between a letter and the sounds it makes
- Be able to retrieve the appropriate letter when they identify the sound
- Be able to form the appropriate letter to represent the sound(s) they hear

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Did you remember to capitalize and punctuate your sentence?
- What sound did you hear and where did you hear it?
- Can you write the letters you hear when you say that word?
- Does your sentence need a period or a question mark?
- Can you write the letter(s) that make that sound?
- Use of Elkonian boxes

LANGUAGE STANDARDS

Knowledge of Language

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

CURRENT standard: not applicable

L K.3

3. (Begins in grade 2)

L 1.3

3. (Begins in grade 2)

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: 1st grade

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*).

ACADEMIC VOCABULARY/ COGNATES

- determine determinar
- choose
- meaning
- familiar words

ESSENTIAL SKILLS/CONCEPT

- Recognize that a word is unknown.
- Know many common and familiar words
- Know that some words have other meanings
- Use context and/or pictures to help determine a new meaning for a known word
- Know that parts can be added to a word to change its meaning
- Use the familiar and new meanings correctly

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- What happens to the word cat when we add s and make it cats?
- The author used the word _____, do you know another way to use that word?
- When I use the word _____ in this sentence what does it mean?
- Can you use this word in a sentence?
- Can you draw a picture of what this word means?
- Which of these pictures shows ...

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

CURRENT standard: 2nd grade-antonyms

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.

ACADEMIC VOCABULARY/ COGNATES

- | | |
|--------------|------------|
| • partner | |
| • author | autor |
| • describing | |
| • brainstorm | |
| • group | |
| • verb | verbo |
| • adjective | adjectivo |
| • opposite | opuesto |
| • sort | |
| • show me | |
| • difference | diferencia |

ESSENTIAL SKILLS/CONCEPT

- Group objects by colors, sizes, shape
- Sort given objects into groups
- Sort pictures into categories and label the categories
- Understand what an opposite is
- Distinguish written messages
- Know and use basic verbs

TEACHING NOTES AND STRATEGIES

Not applicable

QUESTIONS STEMS

- Put these into groups please.
- Can you tell me about the groups you made?
- Can you and your partner sort these pictures into groups?
- Do you know another way to say that?
- Listen to all the words the author uses that mean _____
- Let's make a describing map to think of ways to say _____
- We are going to brainstorm ways to say...
- The opposite of _____ is _____
- If it is not _____ it is _____
- Can you show me what march looks like?
- Show me the difference between talk and whisper.

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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 considering a word or phrase 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 Nibblet because she nibbles too much because she likes that*).

ACADEMIC VOCABULARY/ COGNATES

- | | |
|----------------|--------------|
| • respond | responder |
| • talk | |
| • vocabulary | vocabulario |
| • conversation | conversación |
| • ideas | ideas |

TEACHING NOTES AND STRATEGIES

Not applicable

ESSENTIAL SKILLS/CONCEPT

- Know how to sustain a conversation
- Know the rules of speaking with others
- Talking about ideas or events in a story
- Responding to ideas they have heard or read about
- Respond in sentences or phrases
- Use new vocabulary in conversations about what you have learned or read

QUESTIONS STEMS

- How would you respond to _____?
- How should you ask for _____?
- What type of vocabulary would be best for this situation?
- When you had a conversation with _____ what did you share?
- What did you share with your group when you talked with them?
- What great ideas did you read about?

LANGUAGE PROGRESSIVE SKILLS, BY GRADE

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

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

¹Subsumed by L.7.3a

²Subsumed by L.9-10.1a

³Subsumed by L.11-12.3a

Measuring Text Complexity: Three Factors



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

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

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

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

Range of Text Types for K-5

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

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

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

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

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

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

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

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

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

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

MATHEMATICS STANDARDS

Introduction

Toward greater focus and coherence

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

—National Research Council, 2009

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

—Ginsburg, Leinwand and Decker, 2009

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

—Ginsburg et al., 2005

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

—Steen, 2007

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

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

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

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

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

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

MATHEMATICS STANDARDS

MATHEMATICAL PRACTICE

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

1 Make sense of problems and persevere in solving them.

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

2 Reason abstractly and quantitatively.

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

3 Construct viable arguments and critique the reasoning of others.

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

4 Model with mathematics.

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

MATHEMATICS STANDARDS

5 Use appropriate tools strategically.

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

6 Attend to precision.

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

7 Look for and make use of structure.

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

8 Look for and express regularity in repeated reasoning.

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

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

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

MATHEMATICS STANDARDS

Understanding mathematics

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

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

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

Findell & Foughty (2011)

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

MATHEMATICS STANDARDS

KINDERGARTEN - OVERVIEW

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

MATHEMATICS STANDARDS

COUNTING & CARDINALITY

KNOW NUMBER NAMES AND THE COUNT SEQUENCE.

1. Count to 100 by ones and tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

COUNT TO TELL THE NUMBER OF OBJECTS.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

COMPARE NUMBERS.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
7. Compare two numbers between 1 and 10 presented as written numerals.

MATHEMATICS STANDARDS

OPERATIONS & ALGEBRAIC THINKING

UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.

1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

¹Include groups with up to ten objects.

²Drawings need not show details, but should show the mathematics in the problem.
(This applies wherever drawings are mentioned in the Standards.)

MATHEMATICS STANDARDS

NUMBER & OPERATIONS IN BASE TEN

WORK WITH NUMBERS 11–19 TO GAIN
FOUNDATIONS FOR PLACE VALUE.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MEASUREMENT & DATA

DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

CLASSIFY OBJECTS AND COUNT THE NUMBER OF
OBJECTS IN EACH CATEGORY.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count³.

MATHEMATICS STANDARDS

GEOMETRY

IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

³Limit category counts to be less than or equal to 10.

For more information contact

