

Curriculum Maps 2016-2017

▷ Supporting Advanced Learners Toward Achievement ◁

SALTA

1st

Grade

- English Language Arts
- Math
- Content Integration



CANYONS
School District

CURRICULUM MAP CANYONS SCHOOL DISTRICT

Curriculum Mapping Purpose

Canyons School District's curriculum maps are standards-based maps driven by the Utah Core Standards and implemented using Pearson Reading Street for ELA and enVision 2.0 for mathematics. Student's achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction on standards and targeted skills
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students.

Table of Contents

School Year Calendar	page 1
Instructional Framework	page 2
Standards-based Instructional Cycle	page 3
Instructional Priorities	page 4-17
Master Schedule	page 18-22
Assessment Calendar	page 23
CSD Assessment System	page 24-26
CSD Screening Targets	page 27-32
Progress Monitoring	page 33
Advanced Learner Services Description	page 34
SALTA Focus	page 35
SALTA Individualized Learning Plan	page 36-44
Homework—What Works	page 45
Classroom Structured Interactions	page 46
Academic Language	page 47-48
Depth of Knowledge (DOK)	page 49-60
WIDA Standards and Proficiencies	page 61-68
International Society for Technology in Education (ISTE) Standards	page 69-70

2016 - 2017 School Year Calendar

K - 12

August 2016							September 2016							October 2016							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6					1	2	3							1	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	
														30	31						
November 2016							December 2016							January 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	
27	28	29	30				25	26	27	28	29	30	31	29	30	31					
February 2017							March 2017							April 2017							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4					1	2	3								1	
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29	
May 2017							June 2017							(Note: School emergency closure days will be made up first on Presidents Day and then during Spring Recess)							
S	M	T	W	T	F	S	S	M	T	W	T	F	S								
	1	2	3	4	5	6					1	2	3								
7	8	9	10	11	12	13	4	5	6	7	8	9	10								
14	15	16	17	18	19	20	11	12	13	14	15	16	17								
21	22	23	24	25	26	27	18	19	20	21	22	23	24								
28	29	30	31				25	26	27	28	29	30									

- New Teacher Orientation
- Teachers at School (contract days)
- Start and End of School Year
- First Day of School for Kindergarten
- K-8 Trimester End
- Midterm Quarters
- Quarter Term End

- No Student Day
- No Student Day K-8
- Parent/Teacher Conferences

Red A Day
Black B day

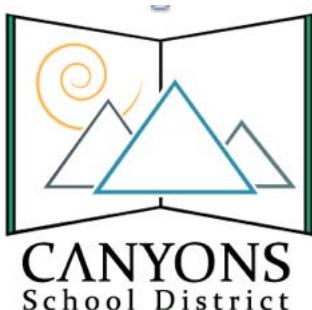
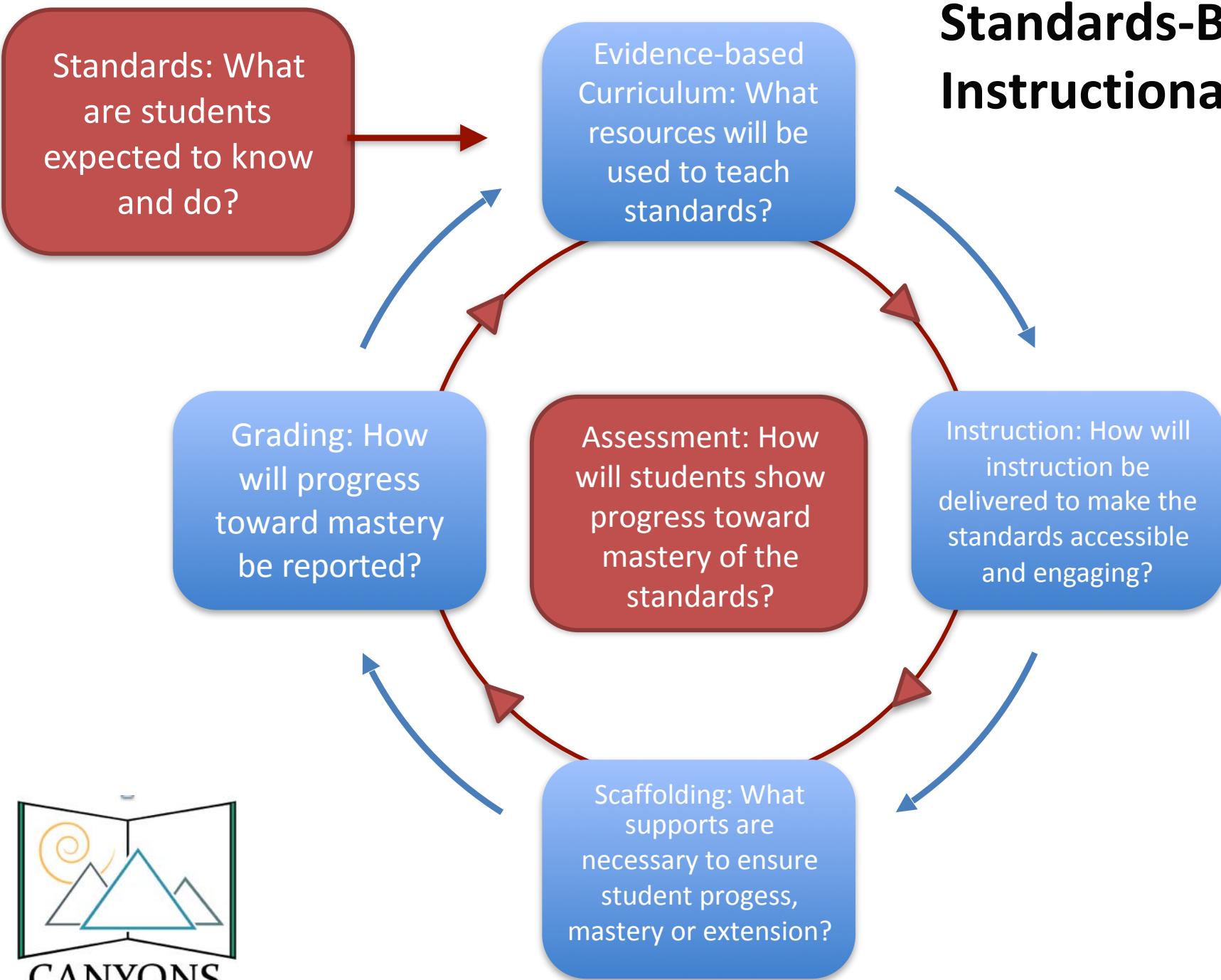
- New Teacher Orientation
- Teachers at School (Contract Days)
- First Day of School
- First Day of School for Kindergarten
- Labor Day Recess
- No Student Day
- Midterm Quarter
- Parent/Teacher Conferences High Schools
- Parent/Teacher Conferences Middle Schools
- Parent/Teacher Conferences Elementary Schools
- Early Out Elementary Schools
- No Student Day (Compensatory Day)
- Fall Recess
- End of 1st Quarter Term
- No Student Day
- Trimester End Date K-8
- Thanksgiving Recess
- Midterm Quarter
- Winter Recess
- Martin Luther King Jr. Day Recess
- End of 2nd Quarter Term
- No Student Day
- No Student Day
- Parent/Teacher Conferences High Schools
- Parent/Teacher Conferences Middle Schools
- Parent/Teacher Conferences Elementary Schools
- Early Out Elementary Schools
- No Student Day (Compensatory Day)
- Presidents' Day Recess
- Midterm Quarter
- Trimester End Date K-8
- End of 3rd Quarter Term
- Spring Recess
- Midterm Quarter
- Memorial Day Recess
- No Student Day Grades K-8
- Last Day of School
- *Every Friday is an Elementary Student Early Out Day
- **June 2 Directed Data Day for elementary and middle schools only
- ***Elementary early out Sept 29 and Feb 16
- ****This calendar is not for Brighton students.

1/8/16

Canyons School District Academic Framework to Support Effective Instruction

Multi-Tiered System of Supports (MTSS) for Academics and Behavior				
Multi-Tiered System of Support	(1) Providing high quality core instruction (and intervention) matched to students' needs	(2) using data over time (i.e. rate of learning, level of performance, fidelity of implementation)	(3) to make important educational decisions.	
 CANYONS School District	<ul style="list-style-type: none"> All CSD students and educators are part of ONE proactive educational system. Evidence-based instruction and interventions are aligned with rigorous content standards. <p> • Culture centers around building positive relationships, setting high expectations, and committing to every student's success. • Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students. • Leadership at all levels is vital. </p>	<ul style="list-style-type: none"> Data are used to guide instructional decisions, and allocate resources. CSD educators use assessments that are reliable, valid, and connected to standards 	<ul style="list-style-type: none"> CSD educators problem solve collaboratively to meet student needs. 	
Core Expectations for ALL Teachers in the Classrooms and Common Areas				
Standards for Instruction	Evidence-based Instructional Priorities	Time Allocation for Instruction	Teacher Learning Data	Student Performance Data
Standards clarify what we want students to learn and do.	Planning, instruction, and assessment techniques to increase student engagement and achievement.	School culture ensures that instructional time is maximized to increase student growth.	Teacher learning and professional growth fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.
Curriculum maps with common pacing guides Instructional content aligned with the Utah Core Standards Scientifically research-based programs Standards-based grades and report cards Cognitive Rigor (Depth of Knowledge – DOK) International Society for Technology in Education Standards (ISTE) School-wide Positive Behavioral Interventions and Supports (PBIS) World-class Instructional Design and Assessment (WIDA) Federal and state requirements (IEP, 504, ELs)	Classroom Positive Behavioral Interventions and Supports (PBIS) Explicit Instruction (I, We, Y'all, You) Instructional Hierarchy: Acquisition, Automaticity, Application (AAA) Systematic Vocabulary Development Maximizing Opportunities to Respond (OTR) Feedback Cycle Scaffolded Instruction & Grouping (SIG) Structures	Master schedule takes into consideration the learning needs of the student population. Scheduling is ensured for: <ul style="list-style-type: none"> Intervention and skill-based instruction Special Education services English Language Development (ELD) Classroom instructional time is prioritized for instruction of standards Individual and team planning time is used to intentionally increase the application of evidence-based instructional priorities and standards for instruction	Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTess) Supporting teacher growth Formalized protocols and checklists to monitor and support implementation Public practice applications: <ul style="list-style-type: none"> Coaching cycles with peer coaches, teacher specialists, achievement coach, and/or new teacher coach Instructional Professional Learning Communities (IPLCs) Learning walkthroughs and targeted observations Lesson Study Video Analysis 	Assessment practices: <ul style="list-style-type: none"> Inform instruction Provide feedback about learning to students, parents, and teachers Build student efficacy Monitor student achievement and behavioral growth Celebrate teaching and learning successes Assessment Types: <ul style="list-style-type: none"> Classroom Assessing Teams and Schoolwide Assessment Districtwide Standards-based Benchmarks Comprehensive Assessments Screening Assessments (DIBELS, SRI, SMI) Specialized Assessments (WIDA, IDEA, eligibility assessment, Phonics surveys)
Public Practice and Coaching Supports SALTA INTRO				

Standards-Based Instructional Cycle



INSTRUCTIONAL PRIORITIES

Techniques to Increase Student Achievement and Engagement

Classroom Positive Interventions & Supports (PBIS)

Effect Size: .52

Explicit Instruction (I do, We do, Y'all Do, You do)

Effect Size: .57

Instructional Hierarchy (Acquisition, Automaticity, Application)

Effect Size: .57

Systematic Vocabulary Development

Effect Size: .67

Maximizing Opportunities to Respond (OTR)

Effect Size: .60

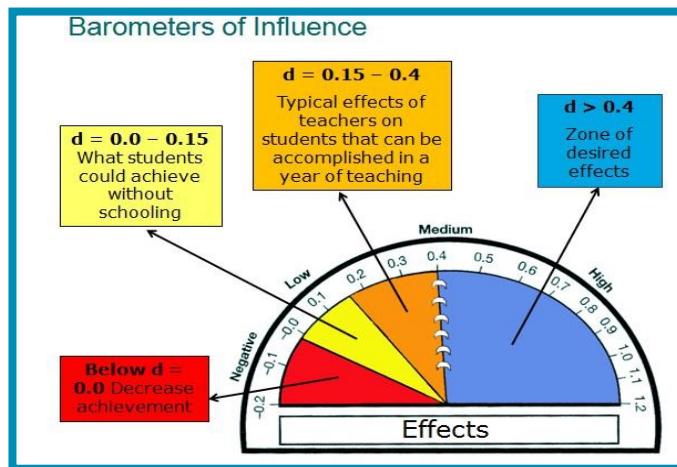
Feedback Cycle

Effect Size: .75

Scaffolded Instruction & Grouping

Effect Size: .49

Our time with students is limited and valuable. Every minute we spend with them should be spent using the practices that are most likely to be successful. This requires us to shift our perspective from looking at instructional practices that work to looking at what instructional practices work BEST.



Works Best?

Meta-analysis offer the strongest evidence base for determining what works best. "A Meta-analysis is a summary, or synthesis of relevant research findings. It looks at all of the individual studies done on a particular topic and summarizes them." (Marzano, 2000). A meta-analysis is simply, a study of studies. Meta-analysis explain the results across studies examined using effect size (ES). Average effects for instruction is 0.20 to 0.40 growth per year (Hattie, 2009). Thus the hinge point for determining what works best is 0.40. Instructional practices above the 0.40 have a high likelihood of increasing learning than those practices below the hinge-point (Hattie, 2009).



INSTRUCTIONAL PRIORITIES

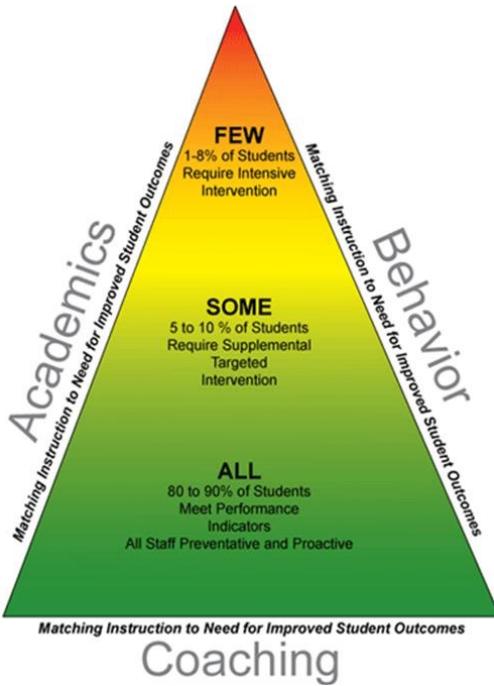
Techniques to increase Student Achievement and Engagement

Overview

Priority	Critical Actions for Educators
Classroom Positive Behavioral Interventions and Supports (PBIS)	<ul style="list-style-type: none"> *Clearly identify behavior expectations and explicitly teach them to your students. *Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness. *Recognize students for positive behavior. *Systematically correct problem behaviors.
Explicit Instruction (I do, We do, Y'all do, You do)	<ul style="list-style-type: none"> *Give clear, straightforward, and unequivocal directions. *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans. *Break skills down into manageable steps. Review frequently. *Demonstrate the skills for students and give opportunity to practice skills independently.
Instructional Hierarchy: Acquisition, Automaticity, then Application (AAA)	<ul style="list-style-type: none"> *Explicitly teach a skill to students by explaining, demonstrating, and modeling. *Build the skill through practice and use, to gain automaticity. *Provide students with multiple opportunities to apply the skill.
Systematic Vocabulary Development	<ul style="list-style-type: none"> *Explicitly teach critical vocabulary before students are expected to use it in context. *Teach students to say, define, and use critical vocabulary in discreet steps. *Explicitly teach common academic vocabulary across all content areas.
Maximizing Opportunities to Respond (OTR)	<ul style="list-style-type: none"> *Actively engage ALL students in learning; students are active when they are saying, writing, or doing. *Pace instruction to allow for frequent student responses. *Call on a wide variety of students throughout each period.
Feedback Cycle	<ul style="list-style-type: none"> *Provide timely prompts that indicate when students have done something correctly or incorrectly. *Give students the opportunity to use the feedback to continue their learning process. *End feedback with the student performing the skill correctly and receiving positive acknowledgement.
Scaffolded Instruction and Grouping Structures	<ul style="list-style-type: none"> *Present information at various levels of difficulty. *Use data to identify needs and create small groups to target specific skills. *Frequently analyze current data and move students within groups depending on their changing needs.

CLASSROOM PBIS

Effect Size: 0.52



The heart of classroom management is developing routines and organizing environments that promote student success through the active teaching of positive social behaviors.

A well-implemented positive classroom management system will:

- Increase positive behavior in students
- Help students feel more positive towards their teacher, administrator and school
- Help students feel safer in school
- Increase time for academic instruction and decrease teacher time spent correcting problem behaviors

PBIS, or Positive Behavioral Interventions and Supports, is an evidence-based system that helps define the key components of a well-managed classroom. The key components include:

- Clearly establishing classroom rules
- Explicitly teaching rules
- Reinforcing positive behaviors and correcting negative behaviors
- Creating a supportive classroom



Instructional Priorities

CLASSROOM PBIS

Effect Size: 0.52

Key Component	Definition
Clearly Establishing Student Rules	<ul style="list-style-type: none"> • Select 3-5 positively stated and easily remembered rules that align with the school-wide rules <ul style="list-style-type: none"> • For example: If the school-wide rules are to Be Safe, Be Kind, Be Responsible. It is appropriate to adopt these same rules for your classroom, and add one or two additional rules that fit the needs of your setting if necessary. It is important to explicitly describe what these rules look like in your classroom. • Publicly post rules in the classroom in a prominent location. • Determine which routines are needed for your classroom (a routine is a set of skills explicitly taught to students to help them be successful with following the rules). Examples may include: <ul style="list-style-type: none"> • Walking in the hallway • Classroom exit • Starting and ending class • Sharpening pencils • Going to the restroom • Transitioning from one activity to the next • Technology use in the classroom
Explicitly Teaching Rules	<ul style="list-style-type: none"> • Explicitly teach classroom rules and routines to students. <ul style="list-style-type: none"> • Define and model positive examples and non-examples of what the rules look like in the classroom. • Have students model and practice performing the desired behaviors. • Provide positive feedback and corrective feedback as needed during practice of the desired behaviors. • Review and practice the rules with students throughout the school year. <ul style="list-style-type: none"> • Rules should be reviewed more comprehensively at the beginning of each year, after significant breaks in the school schedule (e.g. Thanksgiving, Winter, Spring), and as needed. • Example Routine <ul style="list-style-type: none"> • Classroom exit: Describe and model the routine to students, have students practice lining up, and going back to their seats. It is important that 100% of students demonstrate the behavior correctly. This may require multiple practice opportunities while providing positive and corrective feedback.

CLASSROOM PBIS

Effect Size: 0.52

Key Component	Definition
Reinforcing Positive Behaviors and Correcting Negative Behaviors	<ul style="list-style-type: none"> • It is important to publicly recognize positive behavior, while individually providing corrective feedback when needed. Students should be monitored closely while in the classroom and feedback should be given often. Public positive statements often prompt other students to exhibit the desired behavior. <ul style="list-style-type: none"> • Example: "I really like the way Sarah is waiting for instructions. She has her materials ready, and she's sitting quietly at her desk." • When correcting negative behavior, provide a precision request to students (whole group) to describe desired behavior. Based on student response, provide positive feedback to the group. If undesired behaviors continue follow-up with a statement of the desired behavior directed to the target student in a private manner as needed. Give the student an opportunity to comply and perform the behavior correctly, and then reward the student with positive feedback. <ul style="list-style-type: none"> • Example: "I need everyone to be in their seats, have materials ready, and wait quietly for instructions." Teacher observes Sarah talking during the transition, so he/she approaches Sarah quietly. "Sarah, the rule in our class is to wait quietly for instructions. I need you to show me how you sit quietly for instructions." While Sarah is performing the desired behavior, you might say, "Sarah, I appreciate how you are waiting quietly. Great job."
Creating a Supportive Classroom	<p>Creating a safe and respectful learning environment allows students to feel supported while learning. It is necessary for teachers to find opportunities to establish positive connections with all students. A teacher's daily interactions influence the students' perception of safety and sense of trust. Considerations for creating a supportive classroom include:</p> <ul style="list-style-type: none"> • Make personal connections with students • Help students feel like they belong • Establish clear classroom norms to demonstrate respect for others • Create consistent rules, routines, and arrangements (fosters predictability) • Weave positive feedback into daily interactions with students and parents • Be available for students (e.g. to ask questions, seek guidance) • Actively listen • Set a positive tone for learning and problem solving • Be aware of your personal emotions, assumptions, and biases and how they may impact your interactions with students

EXPLICIT INSTRUCTION

Effect Size: 0.57

Explicit instruction is a systematic method of teaching with emphasis on proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students.

Student Feedback/Checks for Understanding



The model is generally characterized with the following components: I Do, We Do, Y'all Do, and You Do. Teachers use student feedback to determine how to progress through the model. For instance, if students are in the "We Do" phase, and the teacher has determined that students aren't understanding, they should move back to the "I Do" phase to provide more examples.

Explicit Instruction	
I Do (Modeling)	Demonstrate & Describe Use Think-Alouds Involve Students
We Do (Guided Practice)	Heavily Scaffolded with Prompts <ul style="list-style-type: none"> • Tell them what to do. • Ask them what to do. • Remind them what to do. Continual Checks for Understanding
Y'all Do (Group Practice)	Practice Skill in Small Groups/Partners Continual Checks for Understanding Use Precision Partnering
You Do (Individual Practice)	Monitored Individual Practice Show Mastery of Skill

Critical Actions for Educators

- *Give clear, straightforward, and unequivocal directions.
- *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans.
- *Break skills down into manageable steps. Review frequently.
- *Demonstrate the skills for students and then give the opportunity to practice skills independently.
- *I do, We Do, Y'all Do, You Do.



INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Critical Actions for Educators

- *Explicitly teach a skill to students by explaining, demonstrating, and modeling.
- *Build the skill through practice and use, to gain automaticity.
- *Provide students with multiple opportunities to apply the skill.

Learners follow predictable stages. To begin, the learner is usually halting and uncertain as she tries to use a new skill. With feedback and a lot of practice, the learner becomes increasingly accurate, then automatic (fluent), and confident in using the skill.

Acquisition, automaticity, and application are progressive stages of the instructional hierarchy. Each stage requires its own set of pedagogical approaches and assessment strategies.

The learning stages, along with the goal of each phase and the teacher and student actions present in each stage are listed in the table below.



Accurate at Skill

- If no, teach skill.
- If yes, move to automaticity.



Automatic at Skill

- If no, teach automaticity.
- If yes, move to application.



Able to Apply Skill

- If no, teach application.
- If yes, move to higher level/concept or repeat cycle with new knowledge.

INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Learning Stage	Goal	Teacher and Student Actions
Acquisition <ul style="list-style-type: none"> First learning stage Teacher feedback to increase accuracy Typically associated with DOK 1 	The student can perform the skill accurately with little adult support. If goal met proceed to automaticity stage; if not teach skill.	<ul style="list-style-type: none"> Teacher actively demonstrates target skill Teacher uses 'think-aloud' strategy-- especially for thinking skills that are otherwise covert Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board) Student gets feedback about correct performance Student receives praise, encouragement for effort Students take notes, outlines, points
Automaticity <ul style="list-style-type: none"> Builds habits and fluent skills through repetition and deliberate practice with timely and descriptive feedback Typically associated with DOK 2 	The student has learned skill well enough to retain, to combine with other skills, and is as fluent as peers. If observed proceed to application; if not continue or move back to acquisition.	<ul style="list-style-type: none"> Teacher structures learning activities to give student opportunity for active (observable) responding Student has frequent opportunities to drill (direct repetition of target skill) and practice (blending target skill with other skills to solve problems) Student gets feedback on fluency and accuracy of performance Student receives praise, encouragement for increased fluency
Application <ul style="list-style-type: none"> Applying knowledge or skills to relevant application Typically associated with DOK 3 & 4 	The student uses the skill across situations and settings solving real life problems. If observed, move to new skills and knowledge or move to a higher level concept; if not observed try again or go back to building automaticity.	<ul style="list-style-type: none"> Teacher structures academic tasks to require that the student use the target skill regularly in assignments Student receives encouragement, praise for using skill in new settings, situations Teacher works with parents to identify tasks that the student can do outside of school to practice target skill Teacher helps student to articulate the 'big ideas' or core element(s) of target skill that the student can modify to face novel tasks, situations Encourage student to set own goals for adapting skill to new and challenging situations.

EXPLICIT VOCABULARY

Effect Size: 0.57

Explicit vocabulary instruction is clear, concise vocabulary instruction presenting the meaning and contextual examples of a word through multiple exposures. It is not the traditional procedure of having students copy a list of words, looking up words, copying definitions, or memorizing definitions.

Systematic vocabulary instruction increases reading comprehension, allows for greater access to content material, increases growth in vocabulary knowledge, and supports struggling readers.

Effective vocabulary/academic language instruction comes down to:

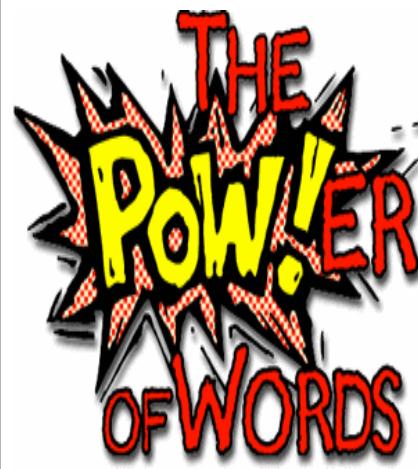
- Connection: Connect the new word to what the student knows, which helps to build the “semantic network” in the brain.
- Use: Academic speaking and writing is constructed as we apply it, not by simply memorizing.

Teacher should explicitly teach words that are:

- Based on essential concepts
- Unknown
- Critical to the future
- Difficult to obtain independently (or through context)

Critical Actions for Educators

- *Explicitly teach critical vocabulary before students are expected to use it in context.
- *Teach students to say, define, and use critical vocabulary in discreet steps.
- *Explicitly teach common academic vocabulary across all content areas.



Basic Instructional Protocol

- | | |
|--|---|
| 1. Introduce the word | 5. Check students' understanding |
| 2. Provide student friendly definition of the word | 6. Deepen students' understanding |
| 3. Identify word parts, families, and origin | 7. Check students' understanding |
| 4. Illustrate word with examples | 8. Review and coach use (possible extensions) |

OPPORTUNITIES TO RESPOND

Effect Size: 0.57

Critical Actions for Educators

- *Actively engage ALL students in learning; students are active if they are saying, writing, or doing.
- *Pace instruction to allow for frequent student responses.
- *Call on a wide variety of students throughout each period.



Maximizing the opportunities to respond in a classroom increases students' engagement. Engagement allows for positive interactions between teacher and student, creates opportunities for teachers to provide authentic feedback on learning, and decreases inappropriate student behavior.

Students are engaged through opportunities to respond when they are saying, writing, or doing (Feldman). When tied to learning objectives, these opportunities give the teacher and students feedback on their learning and understanding.

Engagement opportunities can be focused on an individual student or a group of students. Each of these approaches has different purposes. The teacher may choose to use a group OTR to minimize the risk the student feels in responding and to increase engagement for all students. Through group OTRs, students not only receive feedback from the teacher, but their peers as well as they hear and see other student responses. When seeking individual student understanding, teachers may choose to use individual OTRs.

Opportunities to respond can be verbal or non-verbal. Verbal responses help students to summarize and share their thoughts with others while non-verbal responses can increase writing skills or give students the opportunity to move around the room.

Structured Non-Verbal	Structured Verbal	Structured Writing	Structured Reading
<ul style="list-style-type: none"> • Cold Calling (Teacher Chosen) • Cold Calling (Random) • Choral Response • Think Pair Share • Precision Partner • Small Group Discussion 	<ul style="list-style-type: none"> • Hand Signals • Point at Something • 4 Corners • Response Cards • White Boards • Student Response System 	<ul style="list-style-type: none"> • Note-Taking: Cloze, Cornell • Graphic Organizer • Sentence Starter/ Quick Write • White Boards • Summarizing • Technology 	<ul style="list-style-type: none"> • Partner Reading w/ Comprehension Strategy • Choral Reading • Cloze Reading Guide • Model Reading Strategies • Task for each Reading Segment

FEEDBACK

BETWEEN TEACHERS & STUDENTS

Effect Size: 0.75

Feedback lets the learner know whether or not a task was performed correctly, and how it might be improved. Feedback is most effective when it is clear, purposeful, compatible with prior knowledge, immediate, and non-threatening.

Feedback from Students:

Educational research indicates that feedback is one of the most powerful drivers of student achievement. John Hattie's synthesis of the overall effect size of feedback is very high (ES = .75). He states that feedback from students as to what they understand, when they are not engaged, where they make errors, and when they have misconceptions helps make student learning visible to the teacher.

Feedback to Students:

Positive academic and behavioral feedback, or teacher praise has been statistically correlated with student on-task behavior (Apter, Arnold & Stinson, 2010) and has strong empirical support for both increasing academic and behavioral performance and decreasing problem behaviors (Gable, Hester, Rock & Hughes, 2009). With regard to reprimands and corrective feedback, there is a continued assertion that teachers maintain a ratio of praise to correction at 3:1 or 4:1 (Gable, Hester, Rock, & Hughes, 2009; Stichter, Lewis, & Wittaker, 2009).

Feedback Types:

Critical Actions for Educators

- *Provide timely prompts that indicate when students have done something correctly or incorrectly.
- *Give students the opportunity to use the feedback to continue their learning process.
- *End feedback with the student performing the skill correctly and receiving positive acknowledgement.

Type	Description	Example	Non-Example
Positive	Teacher indicates that a target academic or social behavior is correct.	"Correct! 7 X 4 is 28"	"Johnny, pick up your pencil off the floor please"
Corrective	Teacher indicates that a behavior is incorrect.	"That's not quite right, let me give you another clue . . . "	"Try harder on your math worksheet; I know you can do better."
Harsh	Teacher shows frustration or is critical of the student.	I can't believe you still can't figure this out!	"Let me give you another clue . . . "
Neutral	Teacher redirects the student or describes what she would like the student to do.	"Johnny, turn to page 4 and start reading."	"Nice work! You really showed justification for your reasons."

FEEDBACK CYCLE

Effect Size: 0.75

	Example	Non-Example
Corrective Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct and provides an opportunity for correction • Student gives correct response • Teacher affirms that response was correct 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct but does not provide an opportunity for the student to answer correctly
Expansive Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response and provides guidance for expansion/refinement • Student revises or elaborates upon previous response • Teacher acknowledges response as an improvement 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response but does not provide guidance for expansion/refinement
Challenge Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is fully correct • Teacher affirms student response and asks a more difficult question on the same topic as a follow up • Student answers • Teacher responds with positive or corrective feedback 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is fully correct • Teacher affirms student response but does not ask a more difficult question on the same topic as a follow up

SCAFFOLDING & GROUPING

Effect Size: 0.57

Scaffolding is a process in which students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). When students are learning new or challenging task, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for learning, the teacher provides less support.

Structure of the Scaffolded Classroom:

The organization of the scaffolded classroom includes whole group, small group (skill-based or station teaching), partners, and independent work. The scaffolding supports that will be put in place for diverse learners should include interventions for striving and accelerated learners. When using small groups, identify the groups as skill-based or station teaching. Skill-based groups are organized homogeneously based upon the needs of students. Station teaching groups are organized heterogeneously to create diverse groups.

Types of Scaffolds

Critical Actions for Educators

- *Present information at various levels of difficulty.
- *Use data to identify needs and create small groups to target specific skills.
- *Frequently analyze current data and move students within groups depending on their changing needs.

Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance Organizers	Tools used to introduce new content and tasks to help student learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Checklists	Prepare a list of items required, things to be done, or points to be considered; used as a reminder as the student proceeds through the learning task.
Collaborative Grouping	Having students work in partners or small groups with students who can support/model students who may struggle with content.
Concept and Mind Maps	Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Cue Cards	Prepared cards given to individual groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formula to associate with a problem; concepts to define.
Examples	Samples, specimens, illustrations, problems, modeling: Real objects; illustrative problems used to represent something. Demonstrate and model how to do something, giving an example of what it should look like.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.

Scaffold		Ways to use Scaffolds in an Instructional Setting
Handouts		Prepared handouts that contain task and content-related information, but with less detail and room for student note taking.
Images and Multimedia		Providing an image or other graphic representation, such as a video, that represents the word(s)/concept(s) being taught in conjunction with the explicit vocabulary routine can help to support students in learning new vocabulary and concepts. Images help provide a non-linguistic representation and allow students to recall the term more readily. This technique can be used with any Reading Street Vocabulary (Amazing Words, Story/Lesson Vocabulary), Math Vocabulary, or Content Vocabulary or concepts.
Manipulatives		Manipulatives, such as markers, toothpicks, blocks, or coins, are used to support hands-on learning and provide concrete models to help students solve problems and develop concepts. The students can manipulate the items to increase their understanding and come to accurate conclusions. May also include virtual manipulatives.
Pair-Share		Pose a problem, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Providing think time increase the quality of the response.
Precision Partnering		Strategically appointed partners with assigned roles.
Previewing Text		Before reading a text, preview the text by providing students with an overview/synopsis of the text. This will allow students to know what to expect when they are reading and give them background knowledge to help them understand the text.
Prompts		A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as "Go," "Stop," "It's right there," "Tell me now," "What toolbar menu item would you press to insert an image?" "Tell me why the character acted that way."
Question Cards		Prepared cards with content and task-specific <i>questions</i> given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
Question Stems		Incomplete sentences which students complete: Encourages deep thinking by using higher order "What if" questions.
Realia		Anytime the real object, concept, or phenomena can be presented with the actual object helps to support learners in acquiring new ideas and concepts. For example, when teaching about the three types of rocks, having examples of those types for students to see and touch can help them to make deeper connections.
Rubrics		A rubric is an easily applicable form of authentic assessment. A rubric simply lists a set of criteria, which defines and describes the important components of the work being planned or evaluated.
Sentence Frames		Sentence frames provide an opportunity for students to use key vocabulary while providing a structure that may be higher than what they could produce on their own. For example, if students are to compare two ocean creatures, they might say something like "Whales have lungs, but fish have gills." In the preceding sentence, the simple frame is "_____ have _____, but _____ have _____. Note the sentence can be filled in with any content; this differs from cloze sentences that often have only a few possibilities.
Setting & Reviewing Objectives		Providing students with a purpose and intended outcome will help students to know what to focus their attention on and what they should be learning. Having student self-assess their progress towards the objectives at the end of the lesson will provide the teacher with information on their current levels of understanding.
Socratic Seminar		The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation.
		Prepare several questions in advance in addition to questions that students may bring to class. Questions should lead participants into the core ideas and values and to the use of the text in their answers. Questions must be open-ended, reflect genuine curiosity, and have no "one-right answer."
Stories		Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.
Student Work Exemplars		Providing students with example student work samples can provide models for students to use to support their development of the skill. For example, an anchor paper for a writing assignment of how a sample student responded to the assignment previously will provide an example of what the assignment looks like.
Visual Scaffolds		Pointing to call attention to an object; representational gestures (holding curled hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

KINDERGARTEN ½ Day MASTER SCHEDULE COMPONENTS 2016-2017

REGULAR SCHOOL DAY MONDAY-THURSDAY		FRIDAY		30 MINUTES- 1 DAY PER WEEK BRAIN BOOSTER	
70 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"> • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction <ul style="list-style-type: none"> • ELD • SPED 	60 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"> • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction <ul style="list-style-type: none"> • ELD • SPED 	70 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"> • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction <ul style="list-style-type: none"> • ELD • SPED
30 MINUTES	MATH BLOCK <ul style="list-style-type: none"> • Review or Preteach • Vocabulary and Fluency Practice • Lesson Objectives • Concept /Skill Development and Application <ul style="list-style-type: none"> Skill-Based Instruction 	30 MINUTES	MATH BLOCK <ul style="list-style-type: none"> • Review or Preteach • Vocabulary and Fluency Practice • Lesson Objectives • Table time/Concept/Skill Development and Application 	30 MINUTES	MATH BLOCK <ul style="list-style-type: none"> • Review or Preteach • Vocabulary and Fluency Practice • Lesson Objectives • Concept /Skill Development and Application • Skill-Based Instruction
30 MINUTES	ORAL LANGUAGE BLOCK <ul style="list-style-type: none"> • PLAN • DO • REVIEW 	30 MINUTES	ORAL LANGUAGE BLOCK <ul style="list-style-type: none"> • PLAN • DO • REVIEW 	30 MINUTES	BRAIN BOOSTER CHOICES <ul style="list-style-type: none"> • PE/Playworks • Technology • Arts/BTS • Media • STEM
30 MINUTES	FLEX TIME <ul style="list-style-type: none"> • Recess • Extended Literacy, Numeracy or Oral Language Block 			30 MINUTES	FLEX TIME <ul style="list-style-type: none"> • Oral Language Block • Recess

Title I Full Day Kindergarten MASTER SCHEDULE COMPONENTS 2016-2017

Regular School Day MONDAY-THURSDAY		FRIDAY SCHEDULE	2 HOUR BLOCK 1 DAY PER WEEK BRAIN BOOSTER	1 HOUR BLOCK 2 DAYS PER WEEK BRAIN BOOSTER	40 MINUTE 3 DAYS PER WEEK BRAIN BOOSTER					
30	135 MINUTES	LITERACY BLOCK • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction • SPED • Content Integration	135 MINUTES	LITERACY BLOCK • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction • SPED • Content Integration	120 MINUTES	LITERACY BLOCK* • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction • SPED	125 MINUTES	LITERACY BLOCK • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction • SPED • Content Integration	135 MINUTES	LITERACY BLOCK • Get Ready to Read • Read and Comprehend • Language Arts • Skill-Based Instruction • SPED • Content Integration
30	30	ELD • Language Central	30	ELD • Language Central	20	ELD • Language Central	30	ELD • Language Central	30	ELD • Language Central
30	75 MINUTES	MATH BLOCK • Review or Preteach • Vocabulary and Fluency Practice • Lesson Objectives • Concept /Skill Development and Application • Skill-Based Instruction	75 MINUTES	MATH BLOCK • Review or Preteach • Vocabulary and Fluency Practice • Lesson Objectives • Concept /Skill Development and Application • Skill-based Instruction	50 MINUTES	MATH BLOCK* • Review or Preteach • Vocabulary and Fluency Practice • Lesson Objectives • Concept /Skill Development and Application • Skill-Based Instruction <i>*Compacted based on student need</i>	65 MINUTES	MATH BLOCK • Review or Preteach • Vocabulary and Fluency Practice • Practice • Lesson Objectives • Concept /Skill Development and Application • Skill-Based Instruction	75 MINUTES	MATH BLOCK • Review or Preteach • Vocabulary and Fluency Practice • Lesson Objectives • Concept /Skill Development and Application • Skill-Based Instruction
55	55	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN
45-60	30	ORAL LANGUAGE BLOCK • Plan, Do, Review		ORAL LANGUAGE BLOCK Plan, Do, Review	60	ORAL LANGUAGE BLOCK Plan, Do, Review	60	ORAL LANGUAGE BLOCK Plan, Do, Review	60	ORAL LANGUAGE BLOCK Plan, Do, Review
40-55 MINUTES	120 MIN.	FLEX TIME • Science • Social Studies		BRAIN BOOSTER CHOICES • PE/Playworks • Technology • Arts/BTS • Media STEM	60 MIN.	BRAIN BOOSTER CHOICES • PE/Playworks • Technology • Arts/BTS • Media STEM	40 MIN.	BRAIN BOOSTER CHOICES • PE/Playworks • Technology • Arts/BTS • Media STEM		

1ST-5TH GRADE MASTER SCHEDULE COMPONENTS 2016-2017

Intensified Plan MONDAY-THURSDAY		Regular School Day MONDAY-THURSDAY	FRIDAY SCHEDULE	2 HOUR BLOCK 1 DAY PER WEEK BRAIN BOOSTER	1 HOUR BLOCK 2 DAYS PER WEEK BRAIN BOOSTER	40 MINUTE 3 DAYS PER WEEK BRAIN BOOSTER					
180-205 MINUTES	LITERACY BLOCK <ul style="list-style-type: none">• Get Ready to Read• Read and Comprehend• Language Arts• Skill-Based Instruction<ul style="list-style-type: none">• ELD• SPED• Content Integration	180 MINUTES	LITERACY BLOCK <ul style="list-style-type: none">• Get Ready to Read• Read and Comprehend• Language Arts• Skill-Based Instruction<ul style="list-style-type: none">• ELD• SPED• Content Integration	150 MINUTES	LITERACY BLOCK <ul style="list-style-type: none">• Get Ready to Read• Read and Comprehend• Language Arts• Skill-Based Instruction<ul style="list-style-type: none">• ELD• SPED <p>*Compacted based on student need</p>	135 MINUTES	LITERACY BLOCK <ul style="list-style-type: none">• Get Ready to Read• Read and Comprehend• Language Arts• Skill-Based Instruction<ul style="list-style-type: none">• ELD• SPED	150 MINUTES	LITERACY BLOCK <ul style="list-style-type: none">• Get Ready to Read• Read and Comprehend• Language Arts• Skill-Based Instruction<ul style="list-style-type: none">• ELD• SPED	180 MINUTES	LITERACY BLOCK <ul style="list-style-type: none">• Get Ready to Read• Read and Comprehend• Language Arts• Skill-Based Instruction<ul style="list-style-type: none">• ELD• SPED• Content Integration
90 MINUTES	MATH BLOCK <ul style="list-style-type: none">• Review or Preteach• Vocabulary and Fluency Practice• Lesson Objectives• Concept /Skill Development and Application• Skill-Based Instruction	90 MINUTES	MATH BLOCK <ul style="list-style-type: none">• Review or Preteach• Vocabulary and Fluency Practice• Lesson Objectives• Concept /Skill Development and Application• Skill-based Instruction	90 MINUTES	MATH BLOCK <ul style="list-style-type: none">• Review or Preteach• Vocabulary and Fluency Practice• Lesson Objectives• Concept /Skill Development and Application• Skill-based Instruction <p>*Compacted based on student need</p>	75 MINUTES	MATH BLOCK <ul style="list-style-type: none">• Review or Preteach• Vocabulary and Fluency Practice• Lesson Objectives• Concept /Skill Development and Application• Skill-Based Instruction	90 MINUTES	MATH BLOCK <ul style="list-style-type: none">• Review or Preteach• Vocabulary and Fluency Practice• Lesson Objectives• Concept /Skill Development and Application• Skill-Based Instruction	90 MINUTES	MATH BLOCK <ul style="list-style-type: none">• Review or Preteach• Vocabulary and Fluency Practice• Lesson Objectives• Concept /Skill Development and Application• Skill-Based Instruction
55 MIN	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55 MIN	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55 MIN	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55 MIN	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55 MIN	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN	55 MIN	RECESS 15 MIN AM or PM LUNCH and RECESS 40 MIN
45-70 MIN	FLEX TIME <ul style="list-style-type: none">• Science• Social Studies	70 MINUTES	FLEX TIME <ul style="list-style-type: none">• Science• Social Studies			120 MINUTES	BRAIN BOOSTER CHOICES <ul style="list-style-type: none">• PE/Playworks• Technology• Arts/BTS• Media• STEM	60 MINUTES	BRAIN BOOSTER CHOICES <ul style="list-style-type: none">• PE/Playworks• Technology• Arts/BTS• Media• STEM	40 MINUTES	BRAIN BOOSTER CHOICES <ul style="list-style-type: none">• PE/Playworks• Technology• Arts/BTS• Media• STEM
				10 MIN	FLEX TIME <ul style="list-style-type: none">• Content Integration	40 MIN	FLEX TIME <ul style="list-style-type: none">• Content Integration• Science• Social Studies	40 MIN	FLEX TIME <ul style="list-style-type: none">• Content Integration• Science• Social Studies	30 MIN	FLEX TIME <ul style="list-style-type: none">• Science• Social Studies

Scheduling ELA Special Education Services for Title 1 Elementary Schools (For Students with IEP Reading/Writing Goals)

	Students needing Resource Instruction for Reading/Writing	Students needing ELD Instruction AND Resource Instruction for Reading/Writing
When to provide Special Education Services <i>(Service minutes determined by IEP team based on student need)</i>	<p>During Reading Skill- Based Instruction (SBI) – (45 minutes)</p> <ul style="list-style-type: none"> • The Special Education Teacher (and if needed, Special Education Paraeducator) will provide ELA Services during SBI time • Service minutes are determined by IEP team • Service minutes can be up to 45 minutes a day during SBI time • If the IEP team determines a student needs more service time for ELA, choose from the following options: <p><u>1st option:</u> During Science and Social Studies</p> <p><u>2nd option:</u> During Content Integration (20-30 minutes)</p> <p><u>3rd option:</u> During Language Arts Block (35-45 minutes)</p>	<p><u>*1st option:</u> During Science and Social Studies</p> <p><u>2nd option:</u> During Content Integration (20-30 minutes)</p> <p><u>3rd option:</u> During Language Arts Block (35-45 minutes)</p> <p>*All students need access to the Core Curriculum. In order to provide Special Education services to students needing both SPED and ELD services, please choose from the above 3 options, with option 1 being the least impactful to a student's access to the Core Curriculum.</p>

Scheduling Math Special Education Services for Title 1 Elementary Schools (For Students with IEP Math Goals)

	Students needing Special Education Services for Math	Students needing additional math Special Education Instruction <i>(As determined by IEP team)</i>
When to provide Special Education Services <i>(Special education service minutes determined by IEP team based on student need)</i>	<p>1st option: During Math Skill-Based Instruction (SBI) – (30-45 minutes)</p> <ul style="list-style-type: none">• The Special Education Teacher (and if needed, Special Education Para-educator) will provide Math Services during SBI time• Service minutes are determined by IEP team• Service minutes can be up to 45 minutes a day during SBI time <p>2nd option: During Math Core Instruction in the General Education Classroom (45-60 minutes) push-in model</p> <p>3rd option: Combination of SBI and Core Instruction push-in</p>	<p>If the IEP team determines a student needs more service time for Math, choose from the following options:</p> <p>*1st option: During Science and Social Studies</p> <p>2nd option: During Content Integration (20-30 minutes)</p> <p>*All students need access to the Math Core Curriculum.</p>

Canyons School District
Elementary Assessment Calendar 2016-17

AUGUST	Aug. 24	Start of School Year
	Aug. 24-26	Kindergarten DIBELS Next and DIBELS Math (Individual appointments - No school for K)
	Aug 29 – Sept 6	Reading Inventory/SRI - Grades 4 and 5
SEPTEMBER	Sept. 7 – 29	DIBELS Next - Grades 1-3 (All Students); Grades 4-5 (Only students that score Below Basic on Reading Inventory/SRI)
	Sept. 7 – 29	DIBELS Math - Grades 1-5 (All Students)
OCTOBER	Oct 3 – 28	AAPPL Testing - Dual Immersion Schools Only
NOVEMBER		
DECEMBER	Dec 7 – 21	Reading Inventory/SRI - All Students Grades 4 and 5
JANUARY	Jan 4 – Jan 24	DIBELS Next - Grades 1-3 (All Students); Grades 4-5 (Only students that score Below Basic on Reading Inventory/SRI)
	Jan 4 – Jan 24	DIBELS Math - Grades 1-5 (All Students)
	Jan 9 – Mar 10	WIDA ACCESS Online Testing – English Learner Students K – 5
FEBRUARY		
MARCH	Mar 21 – 31	Grade 5 Keyboarding Assessment (Data Due Apr 7 th)
APRIL	Apr. 17 - 26	Reading Inventory/SRI - Grades 4 and 5
	Apr 24 – Jun 2	SAGE Summative Testing - Grades 3 – 5
MAY	May 8 – 26	DIBELS Next - Grades 1-3 (All Students); Grades 4-5 (Only students that score Below Basic on Reading Inventory/SRI on latest test)
	May 8 – 26	DIBELS Math - Grades 1-5 (All Students)
JUNE	June 7	End of School Year

ELA District-Wide Standards-Based Benchmarks Elementary			
Grade	Benchmark #1 Due by:	Benchmark #2 Due by:	Benchmark #3 Due by:
K	NA	NA	NA
1 st	NA	March 13-17	May 8-12
2 nd	Nov. 7- Dec 2	Jan. 17-Feb 9	March 13-31
3 rd	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
4 th	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
5 th	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31

ASSESSMENT CHANGES:
 There are many changes to testing this school year. Canyons has moved to DIBELS Next and DIBELS Math for fall, midyear and spring. Finally, AAPPL testing for DUAL Immersion schools has been moved to the fall as directed by the Utah Board of Education.

Math District-Wide Standards-Based Benchmarks Elementary				
Grade	Benchmark #1 Due by:	Benchmark #2 Due by:	Benchmark #3 Due by:	Benchmark #4 Due by:
K	NA	NA	NA	NA
1 st	November 11	February 24	April 28	June 6
2 nd	November 11	February 9	April 28	June 6
3 rd	November 11	February 3	April 14	June 6
4 th	November 11	February 3	April 21	June 6
5 th	November 11	March 3	April 28	June 6

CSD Assessment System

In a balanced assessment system, teachers use classroom assessments, team assessments, interim assessments, and comprehensive assessments to monitor and enhance student learning in relation to the state standards and goals for student proficiency (Schneider, Egan, & Julian, 2013). This level of balancing requires educators to understand and maximize the role of assessment for feedback and assessment for verification (Schimmer, 2016). In other words, assessment is viewed as teaching in that we engage in accurate assessment processes, day by day and moment by moment, rather than curriculum coverage (Erkens, 2016). Canyons School District System of Assessment outlines an integrated assessment system to support educators with gathering evidence of student thinking patterns in order to plan instructional responses before, during, and after instruction has taken place.

Assessment Uses

- measure effectiveness of instructional programs for all subgroups of students
- compare levels of achievement across grades, schools, districts, states
- identify gaps in student learning to inform class, team, school, and district supports
- set goals for class, team, school, and district improvement
- share information with stakeholders
- celebrate teaching and learning successes

Classroom Assessing Classroom assessing occurs when teachers plan and implement frequent checks for understanding to inform and modify instruction in the moment (instructional agility), within the context of the expected learning.

Purpose	Classroom assessing occurs when teachers plan and implement frequent checks for understanding to inform and modify instruction in the moment (instructional agility), within the context of the expected learning.
Focus	Assessing learning objectives and skills for immediate instructional adjustment
Assessment Tools	<ul style="list-style-type: none">• Instructional Priorities• Observations• Paired discussions• Quickwrites• Whiteboard responses• Exit tickets• Student self-assessments• Questioning• Performance Tasks• Progress monitoring
Who Uses the Data	<ul style="list-style-type: none">• Teacher• Students
Frequency	<ul style="list-style-type: none">• Ongoing during instruction

School-wide and Team Assessments are collaboratively designed by teachers to provide timely information about student learning in order to plan and adjust instruction or evaluate focused skill/strategy.

Assessment supports for School-wide and Team Assessments from Reading Street and enVision 2.0



Realize platform is the online support for access for the Reading Street and enVision 2.0. Teachers can access materials in their grade-level account.

To log in: <http://pearsonrealize.com>

User Name: SchoolNameCSD03 (insert your school name)
e.g., ParkLaneCSD03

Password: Canyons0grade
e.g., Canyons03

Reading Street Test Type	Description
Weekly Tests	<ul style="list-style-type: none"> • Multiple-choice tests administered on Day 5 • Measure students' understanding of each week's introduced vocabulary words, word analysis skills, and comprehension skills • Help identify students who have mastered each week's words and skills and students who may need intervention
Unit Tests	<ul style="list-style-type: none"> • Multiple-choice and constructed-response tests administered throughout the year, at the end of each six-week unit • Measure students' abilities to apply target comprehension skills and other literacy skills taught during each unit • Help make instructional decisions for each student • Provide feedback about the effectiveness of your instruction and help to plan instruction for the next unit
Fresh Reads for Fluency and Comprehension	<ul style="list-style-type: none"> • Multiple-choice and constructed-response tests administered throughout the year, each week after students have been taught the comprehension skill lesson • Give students opportunities to practice the target and review comprehension skills of the week with new selections matched to their instructional reading levels • Provide checks for oral reading fluency
enVision 2.0 Test Type	Description
Quick Check	<ul style="list-style-type: none"> • Three problems within Independent Practice, Math Practice and Problem Solving to check for student understanding • Assess students' understanding of the lesson content and support building skill-based math groups
Math Practices Proficiency Rubric	<ul style="list-style-type: none"> • Rubrics designed to monitor development of proficiency with mathematical practice standards
Topic Assessment	<ul style="list-style-type: none"> • Multiple-choice administered throughout the year, at the end of each topic. • Measure students' skills and ability of math content standards • Help make instructional decisions for each student • Provide feedback about the effectiveness of instruction and help plan instruction for the next topic
Performance Assessment	<ul style="list-style-type: none"> • Alternative assessments that measure student skill with open ended and short answer assessment items • Students engage in the mathematical practice standards by explaining thinking

District-Wide Standards-Based Benchmarks are designed to assess mastery of targeted standards at set points in time.

The ELA benchmarks will be given 3 times per year during these windows:

ELA District-Wide Standards-Based Benchmarks			
Grade Level	Benchmark #1	Benchmark #2	Benchmark #3
Kindergarten	NA	NA	NA
1 st	NA	March 13-17	May 8-12
2 nd	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
3 rd	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
4 th	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
5 th	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31

The Math benchmarks will be given 4 times per year

Math District-Wide Standards-Based Benchmarks				
Grade Level	Benchmark #1 Due by:	Benchmark #2 Due by:	Benchmark #3 Due by:	Benchmark #4 Due by:
Kindergarten	NA	NA	NA	NA
1 st	November 11	February 24	April 28	June 6
2 nd	November 11	February 9	April 28	June 6
3 rd	November 11	February 3	April 14	June 6
4 th	November 11	February 3	April 21	June 6
5 th	November 11	March 3	April 28	June 6

Reassessing Mastery

Use assessments to help identify skill deficits that are preventing students from mastering standards. Planning to address skill deficits should also include a plan to evaluate mastery once the skills have been retaught. Reassessing mastery utilizes assessment strategies that include direct observation during whole group and small group instruction. Also consider previewing upcoming units to determine if the skill and standard will be further reviewed and make note of students who will need additional practice opportunities.

Tracking Learning

There is a strong correlation between student achievement and a student's involvement in his or her progress. Having students track their learning using a simple graph and setting goals for each assessment is an easy way to involve students. This provides students with a clear purpose and provides them feedback on their current learning progress.

Comprehensive Assessments are designed to measure the degree to which students have mastered content standards or achieved college and careers readiness. See Assessment calendar for SAGE dates.

Screening Assessments are designed to efficiently identify students who are at academic risk in reading and math who may need additional intervention. These assessments are standardized and brief. DIBELS and SRI are the screening instruments used in CSD. The following pages have the DIBELS screening targets.

Canyons School District Elementary Screening Targets

Kindergarten--Math

DIBELS Math Measure	Performance Description	Fall * Score	Winter Score	Spring Score
Beginning Quantity Discrimination (BQD)	Benchmark	5 +	8 +	12 +
	Below	2 – 4	5 – 7	9 – 11
	Well Below	0 – 1	0 – 4	0 – 8
Number Identification Fluency (NIF)	Benchmark	6 +	15 +	25 +
	Below	4 – 5	8 – 14	14 – 24
	Well Below	0 – 3	0 – 7	0 – 13
Next Number Fluency (NNF)	Benchmark	5 +	11 +	13 +
	Below	2 – 4	8 – 10	10 – 12
	Well Below	0 – 1	0 – 7	0 – 9
DIBELS Math Composite Score	Benchmark	26 +	72 +	88 +
	Below	15 – 25	51 – 71	67 – 87
	Well Below	0 – 14	0 – 50	0 – 66

Kindergarten--Literacy

DIBELS Next Measure	Performance Description	Fall* Score	Winter Score	Spring Score
Letter Naming Fluency (LNF)	No Benchmarks	No Benchmarks	No Benchmarks	No Benchmarks
First Sound Fluency (FSF)	Benchmark	10 +	30 +	Not Administered
	Below	5 – 9	20 – 29	
	Well Below	0 – 4	0 – 19	
Phoneme Segmentation Fluency (PSF)	Benchmark	Not Administered	20 +	40 +
	Below		10 – 19	25 – 39
	Well Below		0 – 9	0 – 24
Nonsense Word Fluency—Correct Letter Sounds (NWF-CLS)	Benchmark	Not Administered	17 +	28 +
	Below		8 – 16	15 – 27
	Well Below		0 – 7	0 – 14
DIBELS Next Composite Score	Benchmark	26 +	122 +	119 +
	Below	13 – 25	85 – 121	89 – 118
	Well Below	0 – 12	0 – 84	0 – 88

*Note. Well Below Benchmark for Fall for a Kindergarten student may indicate minimal access to instruction.

Canyons School District Elementary Screening Targets
 First Grade--Math

DIBELS Math Measure	Performance Description	Fall Score	Winter Score	Spring Score
Number Identification Fluency (NIF)	Benchmark	25 +	Not Administered	Not Administered
	Below	15 – 24		
	Well Below	0 – 14		
Next Number Fluency (NNF)	Benchmark	12 +	Not Administered	Not Administered
	Below	8 – 11		
	Well Below	0 – 7		
Advanced Quantity Discrimination (AQD)	Benchmark	10 +	19 +	21 +
	Below	6 – 9	14 – 18	16 – 20
	Well Below	0 – 5	0 – 13	0 – 15
Missing Number Fluency (MNF)	Benchmark	4 +	8 +	10 +
	Below	2 – 3	5 – 7	7 – 9
	Well Below	0 – 1	0 – 4	0 – 6
Computation (COMP)	Benchmark	5 +	10 +	15 +
	Below	3 – 4	7 – 9	11 – 14
	Well Below	0 – 2	0 – 6	0 – 10
DIBELS Math Composite Score	Benchmark	124 +	44 +	56 +
	Below	88 – 123	33 – 43	44 – 55
	Well Below	0 – 87	0 – 32	0 – 43

First Grade--Literacy Note: NWF = Nonsense Word Fluency

DIBELS Next Measure	Performance Description	Fall Score	Winter Score	Spring Score
Letter Naming Fluency (LNF)	No Benchmarks	No Benchmarks	Not Administered	Not Administered
Phoneme Segmentation Fluency (PSF)	Benchmark	40 +	Not Administered	Not Administered
	Below	25 – 39		
	Well Below	0 – 24		
Nonsense Word—Correct Letter Sounds (NWF-CLS)	Benchmark	27 +	43 +	58 +
	Below	18 – 26	33 – 42	47 – 57
	Well Below	0 – 17	0 – 32	0 – 46
Nonsense Word—Whole Words Read (NWF-WWR)	Benchmark	1 +	8 +	13 +
	Below	0	3 – 7	6 – 12
	Well Below	N/A	0 – 2	0 – 5
Oral Reading — Words Read Correctly (DORF-WRC)	Benchmark	Not Administered	23 +	47 +
	Below		16 – 22	32 – 46
	Well Below		0 – 15	0 – 31
Oral Reading—Accuracy (DORF-Accuracy)	Benchmark	Not Administered	78% +	90% +
	Below		68% – 77%	82% – 89%
	Well Below		0% – 67%	0% – 81%
DIBELS Next Composite Score	Benchmark	113 +	130 +	155 +
	Below	97 – 112	100 – 129	111 – 154
	Well Below	0 – 96	0 – 99	0 – 110

Canyons School District Elementary Screening Targets

Second Grade--Math

DIBELS Math Measure	Performance Description	Fall Score	Winter Score	Spring Score
Computation (COMP)	Benchmark	7 +	11 +	16 +
	Below	4 – 6	8 – 10	12 – 15
	Well Below	0 – 3	0 – 7	0 – 11
Concepts and Applications (C&A)	Benchmark	15 +	23 +	33 +
	Below	8 – 14	15 – 22	22 – 32
	Well Below	0 – 7	0 – 14	0 – 21
DIBELS Math Composite Score	Benchmark	30 +	48 +	66 +
	Below	20 – 29	34 – 47	48 – 65
	Well Below	0 – 19	0 – 33	0 – 47

Second Grade--Literacy

DIBELS Next Measure	Performance Description	Fall Score	Winter Score	Spring Score
Nonsense Word—Correct Letter Sounds (NWF-CLS)	Benchmark	54 +	Not Administered	
	Below	35 – 53		
	Well Below	0 – 34		
Nonsense Word—Whole Words Read (NWF-WWR)	Benchmark	13 +	Not Administered	
	Below	6 – 12		
	Well Below	0 – 5		
Oral Reading — Words Read Correctly (DORF-WRC)	Benchmark	52 +	72 +	87 +
	Below	37 – 51	55 – 71	65 – 86
	Well Below	0 – 36	0 – 54	0 – 64
Oral Reading—Accuracy (DORF-Accuracy)	Benchmark	90% +	96% +	97% +
	Below	81% – 89%	91% – 95%	93% – 96%
	Well Below	0% – 80%	0% – 90%	0% – 92%
Retell Fluency— (RF)	Benchmark	16 +	21 +	27 +
	Below	8 – 15	13 - 20	18 - 26
	Well Below	0 – 7	0 – 12	0 – 17
DIBELS Next Composite Score	Benchmark	141 +	190 +	238 +
	Below	109 – 140	145 – 189	180 – 237
	Well Below	0 – 108	0 – 144	0 – 179

Canyons School District Elementary Screening Targets

Third Grade--Math

DIBELS Math Measure	Performance Description	Fall Score	Winter Score	Spring Score
Computation (COMP)	Benchmark	14 +	22 +	29 +
	Below	9 – 13	16 – 21	22 – 28
	Well Below	0 – 8	0 – 15	0 – 21
Concepts and Applications (C&A)	Benchmark	23 +	36 +	40 +
	Below	13 – 22	22 – 35	26 – 39
	Well Below	0 – 12	0 – 21	0 – 25
DIBELS Math Composite Score	Benchmark	52 +	81 +	99 +
	Below	36 – 51	57 – 80	74 – 98
	Well Below	0 – 35	0 – 56	0 – 73

Third Grade--Literacy

DIBELS Next Measure	Performance Description	Fall Score	Winter Score	Spring Score
Oral Reading — Words Read Correctly (DORF-WRC)	Benchmark	70 +	86 +	100 +
	Below	55 – 69	68 – 85	80 – 99
	Well Below	0 – 54	0 – 67	0 – 79
Oral Reading—Accuracy (DORF-Accuracy)	Benchmark	95% +	96% +	97% +
	Below	89% – 94%	92% – 95 %	94% – 96%
	Well Below	0% – 88%	0 % – 91%	0% – 93%
Retell Fluency (RF)	Benchmark	20 +	26 +	30 +
	Below	10 – 19	18 – 25	20 – 29
	Well Below	0 – 9	0 – 17	0 – 19
DIBELS Maze (Daze) Adjusted Score	Benchmark	8 +	11 +	19 +
	Below	5 – 7	7 – 10	14 – 18
	Well Below	0 – 4	0 – 6	0 – 13
DIBELS Next Composite Score	Benchmark	220 +	285 +	330 +
	Below	180 – 219	235 – 284	280 – 329
	Well Below	0 – 179	0 – 234	0 – 279

Canyons School District Elementary Screening Targets

Fourth Grade--Math

DIBELS Math Measure	Performance Description	Fall Score	Winter Score	Spring Score
Computation (COMP)	Benchmark	18 +	31 +	46 +
	Below	13 – 17	21 – 30	33 – 45
	Well Below	0 – 12	0 – 20	0 – 32
Concepts and Applications (C&A)	Benchmark	32 +	43 +	69 +
	Below	21 – 31	27 – 42	44 – 68
	Well Below	0 – 20	0 – 26	0 – 43
DIBELS Math Composite Score	Benchmark	77 +	83 +	117 +
	Below	52 – 76	55 – 82	81 – 116
	Well Below	0 – 51	0 – 54	0 – 80

Fourth Grade--Literacy

Literacy Measure	Performance Description	Fall Score	Winter Score	Spring Score
Reading Inventory (SRI)—Lexile Scores	Advanced	Level Not Available		886 +
	Proficient	Level Not Available		770 – 885
	Basic	Level Not Available		500 – 769
	Below Basic	Level Not Available		0 – 499
DIBELS Oral Reading: Words read correctly (DORF-WRC)	Benchmark	90 +	103 +	115 +
	Below	70 – 89	79 – 102	95 – 114
	Well Below	0 – 69	0 – 78	0 – 94
DIBELS Oral Reading: Accuracy (DORF-Accuracy)	Benchmark	96% +	97% +	98% +
	Below	93% – 95%	94% – 96%	95% – 97%
	Well Below	0% – 92%	0% – 93%	0% – 94%
Retell Fluency (RF)	Benchmark	27 +	30 +	33 +
	Below	14 – 26	20 – 29	24 – 32
	Well Below	0 – 13	0 – 19	0 – 23
DIBELS Maze (Daze) Adjusted Score	Benchmark	15 +	17 +	24 +
	Below	10 – 14	12 – 16	20 – 23
	Well Below	0 – 9	0 – 11	0 – 19
DIBELS Next Composite Score	Benchmark	290 +	330 +	391 +
	Below	245 – 289	290 – 329	330 – 390
	Well Below	0 – 244	0 – 289	0 – 329

Canyons School District Elementary Screening Targets

Fifth Grade--Math

DIBELS Math Measure	Performance Description	Fall Score	Winter Score	Spring Score
Computation (COMP)	Benchmark	27 +	50 +	56 +
	Below	18 – 26	31 – 49	38 – 55
	Well Below	0 – 17	0 – 30	0 – 37
Concepts and Applications (C&A)	Benchmark	25 +	37 +	58 +
	Below	15 – 24	23 – 36	38 – 57
	Well Below	0 – 14	0 – 22	0 – 37
DIBELS Math Composite Score	Benchmark	58 +	93 +	114 +
	Below	38 – 57	63 – 92	81 – 113
	Well Below	0 – 37	0 – 62	0 – 80

Fifth Grade--Literacy

Literacy Measure	Performance Description	Fall Score	Winter Score	Spring Score
Reading Inventory (SRI)—Lexile Scores	Advanced	Level Not Available	981 +	
	Proficient	Level Not Available	865 – 980	
	Basic	Level Not Available	600 – 864	
	Below Basic	Level Not Available	0 – 599	
DIBELS Oral Reading: Words Read Correctly (DORF-WRC)	Benchmark	111 +	120 +	130 +
	Below	96 – 110	101 – 119	105 – 129
	Well Below	0 – 95	0 – 100	0 – 104
DIBELS Oral Reading: Accuracy (DORF-Accuracy)	Benchmark	98% +	98% +	99% +
	Below	95% – 97%	96% – 97%	97% – 98%
	Well Below	0% – 94%	0% – 95%	0% – 96%
Retell Fluency (RF)	Benchmark	33 +	36 +	36 +
	Below	22 – 32	25 – 35	25 – 35
	Well Below	0 – 21	0 – 24	0 – 24
DIBELS Maze (Daze) Adjusted Score	Benchmark	18 +	20 +	24 +
	Below	12 – 17	13 – 19	18 – 23
	Well Below	0 – 11	0 – 12	0 – 17
DIBELS Next Composite Score	Benchmark	357 +	372 +	415 +
	Below	258 – 256	310 – 371	340 – 414
	Well Below	0 – 257	0 – 309	0 – 339

Progress Monitoring

What is progress monitoring? Progress monitoring is “a scientifically based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction.” (National Center on Student Progress Monitoring, 2016). Progress monitoring involves frequent measurement of student performance for the purpose of evaluating a student’s growth toward a targeted objective. For example, the trajectory of reading growth can be measured with the weekly administration of reading probes. This is a powerful use of formative evaluation that can be highly motivating to students as they self-monitor their progress. Progress monitoring is an assessment strategy that has been demonstrated to have a high effect size on student achievement, particularly when data are graphed, shared with students, and decision rules are used to determine when an intervention is working or when interventions should be intensified.

Why progress monitor? Best practice indicates that students who are significantly behind in basic foundational skills, such as reading and math, should receive **intensified instruction** accompanied by frequent progress monitoring for the purpose of evaluating a student’s growth toward a targeted objective and **adjusting instruction** based on resulting student growth. For example, the rate of improvement can be measured with weekly administration of reading probes. This is a powerful use of formative evaluation and makes skill improvement visible to teacher and student alike. Being able to see progress is highly motivating; lack of progress prompts problem-solving and joint responsibility (student, teachers, and where possible, parents) to find a solution. Progress monitoring is essential for examining the effectiveness of Tier 2 and Tier 3 interventions within a Multi-Tiered System of Support (MTSS).

Who is progress monitored? Students who perform at grade-level (i.e. are meeting benchmarks) should not be progress monitored. Screening three times per year is enough to make sure these students are continuing on an appropriate trajectory. Students who are currently performing below or well-below benchmark on curriculum-based measures (e.g. DIBELS Next, DIBELS Math) should be progress monitored weekly, bi-weekly or monthly, depending on how far behind students are and the resources available for progress monitoring and intensified interventions. Ideally, students who are well below benchmark and are receiving intensive interventions should be progress monitored weekly with a curriculum-based measure. Once students are consistently performing above benchmark levels, progress monitoring is no longer necessary. As a very general rule of thumb, in elementary schools, one would expect the number of students requiring progress monitoring to be between 10% and 25% of the total student population. For some highly impacted schools with large numbers of ELs and/or high poverty, the percentage may be higher. However, keep in mind that progress monitoring too many students eats up resources that could be used for intensifying interventions for students who need it most.

Who conducts the progress monitoring assessment? Ideally, the teachers primarily responsible for a given student’s intensive intervention should conduct the progress monitoring. This could be a classroom teacher, a special education teacher, or an intervention specialist. However, instructional assistants and specialized staff who instruct students may also progress monitor students. In any case, in order to best inform decision making, data from progress monitoring should be shared with all teachers responsible for a student’s learning, the student, and the parents of that student. It is the combination of all of these individuals that makes a collaborative intervention team. If a teacher or staff member progress monitors 1-2 students per group per day, 10-20 students could potentially be monitored biweekly.

When to progress monitor within the school day? Each site will need to identify appropriate times to progress monitor students. Some suggested times for progress monitoring include: during skills-based instruction, during entrance and exit tasks, etc.



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Advanced Learner Services in Canyons School District

Definition

SALTA, advanced learner services in the Canyons School District, is a Latin-based word that means “leap” which stands for *Supporting Advanced Learners Toward Achievement*.

Mission Statement

To support teachers and administrators with rigorous curriculum, instruction, and assessment focusing on depth, complexity, higher-order thinking skills, and creativity to meet the needs of gifted and advanced learners by providing a continuum of extended learning activities, enrichment opportunities, and appropriately challenging curriculum.

Program Philosophy and Beliefs

Canyons School District administration and teachers believe that gifted and talented students have unique cognitive, academic, creative, and social needs. Students have a right to varied programming which is appropriate to their cognitive and academic abilities, thus optimizing learning opportunities. Programming must strive to offer a challenging learning environment that focuses on high achievement and is responsive to individual student needs. Canyons School District supports the use of research and evidence-based learning strategies, which provide a strong correlation between delivery of instruction and student learning outcomes. With these values at the forefront, Canyons School District continues to develop a continuum of SALTA services ranging from district-wide programs, school-specific services, and magnet schools.

SALTA Goals

Goal 1: Meet the needs of “gifted and talented” students.

Goal 2: Offer advanced learning opportunities at every school and grade-level.

Goal 3: Prepare all students with the skills necessary to be college and career ready.

Goal 4: Provide opportunities for students to focus on application of materials being learned, depth and complexity of those materials, and provide students with extended learning opportunities using the grade level Common Core State Standards as the foundation.

Goal 5: Ensure that ALL students are ready to begin higher-level courses in the secondary setting.

SALTA Magnet Services

SALTA (Supporting Advanced Learners Toward Achievement) Magnet Services are designed to serve students in grades 1-5 who demonstrate high cognitive and academic ability when compared with others of their age, experience, and/or environment. Students in a SALTA Magnet classroom require learning experiences beyond what is typically provided in the regular classroom. In the SALTA Magnet Program the pace of the curriculum is designed to meet the needs of advanced learners with an emphasis on depth and complexity, application of learning materials, higher order thinking skills, and creativity.

SALTA Focus

DEPTH

Refers to approaching or studying something from the concrete to the abstract, from the known to the unknown.

Requires students to examine topics by determining the facts, concepts, generalization, principles and theories related to them.

COMPLEXITY

Complexity is the why and how approach that connects and bridges to other disciplines to enhance the meaning of a unit of study.

Complexity encourages students to:

- Relate concepts and ideas at a more sophisticated level
- See associations among diverse subjects, topics or levels
- Find multiple solutions from multiple points of view

Complexity has three major dimensions:

- Relationships Over Time: Between the past, present and future, and within a time period
- Relationships From Different Points of View: Multiple perspectives, opposing viewpoints, differing roles and knowledge
- Interdisciplinary Relationship: With, between and across the disciplines

HIGHER ORDER THINKING SKILLS

Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking.

Higher order thinking skills are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas.

"In teaching for thinking, the concern is NOT how many answers students know, but what they do when they do NOT know; the goal is not merely to reproduce knowledge, but to create knowledge and grow in cognitive abilities." (*Best Practices in Gifted Education: An Evidence-Based Guide*, 2007)

Supporting Framework for Depth, Complexity, and Higher Order Thinking Skills taken from "Hess' Cognitive Rigor Matrix."

SALTA Individualized Learning Plan

An **Individualized Learning Plan**, or *ILP* is a written record of gifted and talented programming for each student in the Canyons School District SALTA magnet program. The *ILP* is meant to follow the student throughout their school years and is to be used to plan and make educational decisions.

The *ILP* is a record of SALTA programming services and is meant to be a connection between the student performance profile created at the time of identification for SALTA magnet services and the student's progress in the program. *ILP*'s aid the teacher in providing a challenging learning environment that focuses on high achievement and is responsive to individual student needs. Your child's *ILP* will include the specific programs and practices that will be utilized to **Extend** and **Supplement** your child's **Core** instruction.

All SALTA students are taught the Utah **Core** standards, which are evidence-based, aligned with expectations for success in college and the work place, and allow students to compete internationally. The new standards stress rigor, depth, clarity, coherence, and 21st century skills, drawing from the National Assessment of Educational Progress (NAEP) Frameworks in Reading and Writing and the Trends in International and Science Study (TIMMS) report in Mathematics.

Extensions of core standards provide students with activities that are added to **Core** to deepen understanding. Examples of curriculum supports that may be used to **Extend** the core include:

- Research and Inquiry Skills from Reading Street
- Project-Based Learning
- District supported Extended Learning Activities
- Math Exemplars
- Extending the Challenge in Mathematics by Dr. Linda Sheffield

Supplemental curriculum supports are used to challenge students beyond the **Extend** and **Core** supports. *Junior Great Books* will be used as a supplement for SALTA English Language Arts. *Math M²: Mentoring Young Mathematicians* and *Math M³: Mentoring Mathematical Minds*, as well as *Mathematics Units for High Ability Learners* will be used as a supplement for SALTA math.

Depth, complexity, higher-order thinking skills, and creativity are the programming focus in SALTA to support gifted and talented learners. This focus ensures that the needs of SALTA students are being met and that the curriculum maintains a high level of rigor.

Each student will work towards a "Challenge" goal in English Language Arts and Math and an "Improvement" goal in English Language Arts and Math. A Challenge goal is meant to extend a student's thinking in any area of strength or interest. An Improvement goal is meant to address an area of need for the student, or an area in which the student needs to improve. Challenge and Improvement goals will be articulated on the *ILP*. Additional goals may be added if appropriate.

At the beginning of each school year, the student's current teacher in conjunction the student's parents will review the previous year's *ILP* and set new goals. The *ILP* will then be reviewed at each parent-teacher conference in conjunction with the Canyons School District report card and adjustments will be made as needed.

Writing S.M.A.R.T. Goals

Goals on an *ILP* should be simplistically written and clearly define what the student is going to do.

The purpose of SMART goals in the *ILP* is to inspire students toward new levels of learning and growth. SMART goals provide clear instructional and effective guidance for each student in the SALTA Magnet Program. SMART goals provide a measure of where we believe the student will progress as a result of programming. Results of SMART goals provide the student with an indicator of success, self-efficacy, and next steps.

A **S.M.A.R.T.** goal is defined as one that is **Specific**, **Measurable**, **Attainable**, **Results-oriented & relevant**, and **Time-bound**.

S	Specific
M	Measurable
A	Attainable
R	Results-oriented & Relevant
T	Time-bound

Specific: Goals should be simplistically written and clearly define what you are going to do. The goal should answer questions such as **how much, for whom, for what?**

Measurable: Goals should be measurable so that you have tangible evidence that you have accomplished the goal. The goal has an outcome that can be assessed or measured in some way. **Which requirements will be met?**

Attainable: An attainable goal has an outcome that is realistic given the current situation, resources and time available.

Results-oriented & Relevant: A results orientated and relevant goal helps maintain focus on the mission or the “bigger picture.” **Why-the specific reasons or purposes of accomplishing the goal.**

Time-bound: A time-bound goal includes realistic timeframes. Sometimes timeframes are imposed. When that is the case, carefully consider what is attainable within the imposed timeframe. The goal should have a clearly defined time frame including a deadline date. **When will it happen?**

Not a SMART goal:

(Student) will improve his/her writing skills.

Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.

SMART goal:

At the end of the first semester, (student) will touch-type a passage of text at a speed of 20 words per minute, with no more than 10 errors, with progress measured on a five-minute timed test.

(Student) will improve his/her writing and spelling skills so he/she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related by the end of the 2nd semester.

Examples of S.M.A.R.T. Goals

Challenge Goals

A challenge goal is meant to extend a student's thinking in any area of strength or interest.

Math

Susie will improve her ability to justify her mathematical thinking through writing to a level four by January using the writing rubrics in enVision or Exemplars.

Dorothy will deepen her math knowledge by passing the post test in the Math M3 unit with a score of 90% or greater by the end of the unit.

English Language Arts

Johnny will improve the number of times he participates in Shared Inquiry discussions in small group from 2 times to 5 times during each 30 minute session.

Paul will be able to focus ideas to a level 4 in an expository composition with well supported facts from the Expository Composition rubric found in Reading Street by January 15.

Improvement Goals

An improvement goal is meant to address an area of need for the student, or an area in which the student needs to improve.

Math

Susie will improve her ability to justify her mathematical thinking through writing to a level three by January using the writing rubrics in enVision or Exemplars.

Corky will improve his fluency with multiplication within 100 math facts by passing an progress monitoring probe every two weeks until mastery is reached or April 1.

English Language Arts

Paul will be able to focus ideas to a level 3 in an expository composition with well supported facts from the Expository Composition rubric found in Reading Street by January 15.

Bronson will have organization within the opinion essay with ideas that are presented in logical order to a level 3 from the Persuasive Essay rubric found in Reading Street by January.

Behavior

Sharon will complete three tasks daily as assigned and tracked by the teacher until the next parent teacher conference in March.

Evidence of Progress RIOT

Evidence of progress on a SALTA *ILP* is measured using the RIOT model. The RIOT model helps teachers work efficiently and quickly to decide what relevant information to collect on student academic performance and behavior. The RIOT model is not itself a data collection instrument. It is an organizing framework or heuristic that can enhance the quality of data collected.

The RIOT model includes four potential sources of student information: **R**eview, **I**nterview, **O**bserve, and **T**est.

R	Review
I	Interview
O	Observe
T	Test (Includes Rubrics)

Review: Reviewing information consists of examining past or present records collected on the student. Examples include report cards, office disciplinary referral data, state test results, attendance records, curriculum-based measurement (CBM) testing, common formative assessments (CFA's), and summative assessments. Less obvious examples include student work samples, physical products of teacher interventions (e.g., a sticker chart used to reward positive student behaviors), and emails sent by a teacher to a parent detailing concerns about a student's study and organizational skills.

Interview: Interview targets can include teachers, paraprofessionals, administrators, and support staff in the school setting who have worked with or had interactions with the student in the present or past. Prospective interview candidates can also consist of parents and other relatives of the student as well as the student himself or herself. Interviews can be conducted face-to-face, via telephone, or email correspondence. Interviews can be structured (using a pre-determined series of questions) or follow an open-ended format, with questions guided by information supplied by the respondent.

Observation: Direct observation of the student's academic skills, study and organizational strategies, degree of focus and attention, and general conduct can be useful information. Observations can be structured (e.g., tallying the frequency of call-outs or calculating the percentage of on-task intervals during a class period) or less structured (e.g., observing a student and writing a running narrative of the observed events). Other examples of observation include a teacher keeping a frequency count of the times that he/she redirects an inattentive student to task during a certain time period or a school psychologist observing the number of intervals a student talks with peers during independent seatwork. Less obvious examples of observation include having a student rate his/her own academic performance or behavior (self-monitoring) and encouraging a parent to send to school narrative observations of the student's typical routine for completing homework.

Test: A test or examination is an assessment intended to measure a student's knowledge, skill, and/or aptitude. Testing takes many different forms and is conducted in a variety of ways. Examples of tests include curriculum-based measurements, formative and summative assessments, and the use of rubrics.

SALTA Individualized Learning Plan (ILP)

Plan Year					
Student Name					
Student ID #					
Grade	<input type="checkbox"/> 1 st	<input type="checkbox"/> 2 nd	<input type="checkbox"/> 3 rd	<input type="checkbox"/> 4 th	<input type="checkbox"/> 5 th
School	<input type="checkbox"/> Peruvian Park Elementary			<input type="checkbox"/> Sunrise Elementary	
Other Services	<input type="checkbox"/> IEP	<input type="checkbox"/> 504		<input type="checkbox"/> ELL	

Student Profile

Program Entrance Date: _____

Qualification Testing Date: _____

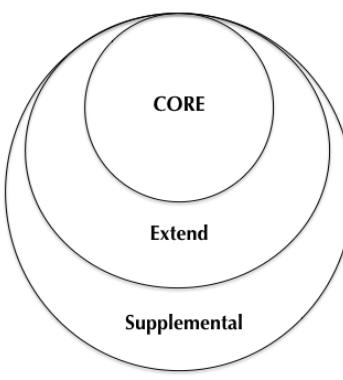
Cognitive (CogAT 6)	Academic (SAGES-2) [If Applicable]		Academic (IOWA-E) [If Applicable]
Verbal Percentile Rank		Math/Science Percentile Rank	Reading Percentile Rank
Quantitative Percentile Rank			Math Percentile Rank
Nonverbal Percentile Rank		Language Arts/Social Studies Percentile Rank	Social Studies Percentile Rank
Composite Percentile Rank			Science Percentile Rank
Other Assessments:	Scores:		Word Analysis Percentile Rank
			Vocabulary Percentile Rank

Present Levels of Academic Performance

DIBELS	Computation		SRI (4 th – 5 th)
Fall	Fall		Fall
Winter	Winter		Winter
Spring	Spring		Spring

SALTA Programming

Depth, Complexity, Higher Order Thinking Skills, Creativity

English Language Arts		Math
CORE: -Reading Street		CORE: -enVision w/Math Investigations
EXTEND: -Reading Street w/Research & Inquiry Skills (R&I Skills) -Project-Based Learning (PBL) -Extended Learning Opportunities (ExLO)		EXTEND: -Math Exemplars -Extending the Challenge (A & B), Sheffield (ExCh) -Extended Learning Opportunities (ExLO) -Project-Based Learning (PBL)
SUPPLEMENTAL: -Jr. Great Books		SUPPLEMENTAL: -Math M ² & M ³ -Mathematics Unit for High-Ability Learners

Extend and Supplemental material support(s) marked below align to S.M.A.R.T goal(s) that will demonstrate student growth. (Mark at least one).

Extend

<input type="checkbox"/> R&I Skills	<input type="checkbox"/> PBL	<input type="checkbox"/> ExLO	<input type="checkbox"/> Exemplars	<input type="checkbox"/> ExCh	<input type="checkbox"/> ExLO	<input type="checkbox"/> PBL
Supplemental			Supplemental			
<input type="checkbox"/> Jr. Great Books			<input type="checkbox"/> Math M ² or M ³			
					<input type="checkbox"/> High-Ability Learners Unit	

Student SMART Goals

Specific	Measureable	Attainable	Results-oriented & Relevant	Time-bound
Initial Conference Date:				
<u>ENGLISH LANGUAGE ARTS</u>				
SMART Goal:				
Evidence of Progress: (Describe Below) <u>R</u> eview <u>I</u> nterview <u>O</u> bservation <u>T</u> est (Includes Rubrics)				
<u>R</u> eview				
<u>I</u> nterview				
<u>O</u> bservation				
<u>T</u> est (Includes Rubrics)				
Follow-up Conference Date:				
Describe Progress:				
Final Notes:				

Student SMART Goals

Specific	Measureable	Attainable	Results-oriented & Relevant	Time-bound
Initial Conference Date:				
<u>MATH</u>				
SMART Goal:				
Evidence of Progress: (Describe Below) <u>R</u> eview <u>I</u> nterview <u>O</u> bservation <u>T</u> est (Includes Rubrics)				
<u>R</u> eview				
<u>I</u> nterview				
<u>O</u> bservation				
<u>T</u> est (Includes Rubrics)				
Follow-up Conference Date:				
Describe Progress:				
Final Notes:				

Student SMART Goals

Specific	Measureable	Attainable	Results-oriented & Relevant	Time-bound
Initial Conference Date:				
<u>OTHER</u> Other Goal "Areas" may include Social/Behavioral, ELA, Math, Content Integration, Science, Social Studies, etc. Goal must be school related.				
Area:				
SMART Goal:				
Evidence of Progress: (Describe Below) <u>R</u> evi <u>w</u> <u>I</u> nter <u>i</u> ve <u>O</u> bservation <u>T</u> est (Includes Rubrics)				
<u>R</u> evi <u>w</u>				
<u>I</u> nter <u>i</u> ve				
<u>O</u> bservation				
<u>T</u> est (Includes Rubrics)				
Follow-up Conference Date:				
Describe Progress:				
Final Notes:				

Signature Page

Initial Conference

Date: _____

Student _____

Parent _____

Teacher _____

Other>Title _____

Follow-up Conference

Date: _____

Student _____

Parent _____

Teacher _____

Other>Title _____

Homework—What Works?

Research indicates that when homework is carefully planned, there can be significant benefits to student achievement such as: increased time on task, readiness for classroom instruction, supports self-regulation, and develops traits of independence and responsibility.

Homework Characteristics:

- Build fluency
- Apply knowledge
- Reviewing and practicing past learning
- Extend learning across topics and disciplines

Rick Wormeli



Key Findings of Homework Research

Purpose

Homework needs a clear purpose and should be able to be completed *without* assistance. Homework should focus on the process of learning rather than the final result (Schimmer, 2016).

Valid purposes for homework include:

1. Practicing a skill or process that students can do independently, but not fluently;
2. Elaborating on information that has been addressed in class to deepen students' knowledge; and,
3. Providing opportunities for students to explore topics of their own interest (Vatterott, 2009).

CSD resources that align to these purposes include the [ELA Homework Skills](#) pages and the [enVision Daily Common Core Review Sheet](#). Additionally, [Reflex Math](#) is an effective tool for allowing students to develop their fluency in the basic operations.

- Homework provides formative data for teachers and learners when it becomes a tool for continuing the learning the next day (Erkens, 2016).
- "Homework is most effective when it covers material already taught. Material that was taught the same day is not as effective as an assignment given to review and reinforce skills learned previously" (AFT, 2006)
- "Homework is also most effective when it is used to reinforce skills learned in previous weeks or months" (AFT, 2006). This will provide additional reinforcement to build automaticity in the concept being practiced.

Time and Communication

- Shorter, more frequent homework is better than longer assignments given infrequently (Vatterott, 2009).
- Homework should be time-based. This means students should be given a specific amount of time to complete it and stop when that time is up. The general rule of thumb in elementary is 10 minutes per grade level (Cooper, 2001).
- Simple feedback keeps the focus on learning (Hattie, 2008). For example, when providing feedback on math homework it would be best to review student responses prior to math instruction. If a common error is found in student work, then take a few minutes to explain to the students that many students in the class missed the problem and we are going to take a few minutes to learn from our errors. If it is only a small group of students who missed the skill, then provide additional instruction to those students in a small group setting.
- Parents should be made aware of the purpose of the homework assignments, the length of time the student should spend, and the expectations. Parents should feel free to call a halt to homework assignments if their child is getting frustrated, spending an inordinate amount of time on homework, or obviously doesn't understand what to do. Sending a note or an email to the teacher is entirely appropriate and teachers should respond positively.

The overall message of homework research is the right amount of homework that is high quality, provides timely feedback, and is purposeful can be beneficial for learning and too much homework has negative effects on student achievement.

Creating a Classroom Culture for Structured Interactions

Arrange Classroom	Examples
Seating to be conducive to structured interactions with pairs and groups	<ul style="list-style-type: none"> • Maintain visibility to teacher • Maintain visibility to reference points, (e.g., whiteboard, response frames, anchor charts etc.) • Possible seating arrangements <ul style="list-style-type: none"> ◦ rows – one partner to the left and one partner behind ◦ tables - one partner across and one beside ◦ chevron – one partner to the side and one behind
Assign and Alternate Partners	Examples
<ul style="list-style-type: none"> • First few days of school, look for ways to use random partnering • Allow for students to partner with at least 2 different classmates • Allow for students to experience different individuals 	<u>Partnering Strategies:</u> <ol style="list-style-type: none"> 1. Assign partners 2. Designate 1s and 2s/As and Bs (no 3's – have second 2) 3. Provide question or discussion topic 4. Assign which partner should go first 5. State how much time will be allotted <ul style="list-style-type: none"> * structure Academic Language – (see sentence frames) 6. Circulate to monitor discussions 7. Call on 1-4 individuals who had good answers; make it look random (no hands up) 8. Ask who else has something different to add
Consider Variables in Partnerships	Examples
<ul style="list-style-type: none"> • Use data to determine how to best assign partners (avoid pairing high performing students with low performing students). • Teach expectations for absences - have substitute partners identified 	<ul style="list-style-type: none"> • ELL proficiency • Communicative competence • Reading and writing proficiency • Attendance • Maturity • Behavioral needs <p>- Assign partners taking into consideration literacy and language skills. Rank your students numerically from highest (1, 2, 3) to lowest (28, 29, 30). #1 is paired with #16, #2 is paired with 17, #3 is paired with #18, #15 is paired with #30, and so on. - Observe how these partners work together and adjust as needed.</p>
Establish, Teach and Reinforce Expectations	Examples
<ul style="list-style-type: none"> • Foster setting that collaborative interactions are the expectation <ul style="list-style-type: none"> ◦ Model ◦ Teach ◦ Provide practice ◦ Provide a reference for the expectations 	<u>Use the 4 L's</u> <ol style="list-style-type: none"> 1. Look at partner 2. Lean toward partner 3. Lower your voice 4. Listen attentively
Listening accountability	Examples
Utilize strategies to elicit democratic contributions	<ul style="list-style-type: none"> • Preselect initial reporters from the partnership • Invite contributions from students that have not had the opportunity • Randomly select students by using a name card • Allow for students to report their partner's idea • Cue partners A or B to stand and ask for one of the student's standing to report out

Adapted from Kate Kinsella, 2015

Academic Language

(a.k.a. Academic English)

"Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit) ... their use extends across reading, writing, speaking, and listening." (corestandards.org, May, 2015)

Academic Language is "the oral and written text required to succeed in school that entails deep understanding and communication of the language content within a classroom environment." (wida.us, 2012).

Academic language is often described as the more *formal* 'language of school and testing' contrasting the *informal* language spoken on the school bus, playground or while students are in the hallways with friends. Like this sentence, and others found in textbooks and on assessments, academic language is more formal in tone and structures and includes words, phrases and sentences that are information dense (Childress, 2013). Academic language is often thought of as just the unfamiliar or technical vocabulary associated with content area lessons, however it is much more than words!

Academic language instruction should be integrated into the core curriculum and explicitly taught throughout the day. Teachers should be models of academic language all day long. Students with language deficits do not need to master conversational oral English before they are taught the features of academic English.

Academic Language IS	Academic Language is NOT
<ul style="list-style-type: none">Used in both writing and speakingDifferent from social conversationsA register of language for specific purposes (text message vs essay)Much broader than a focus on "correct" usageBuilt around meaning and purpose	<ul style="list-style-type: none">Just writtenJust formal languageJust words or specialized vocabularyJust the use of standard ("correct") formsJust linguistic forms without meaning or purpose

What makes language sound academic?		
Everyday Language	VS	Academic Language
Casual language spoken with or to peers or adults with whom you feel close <i>"You guys get it?"</i>	VS	Spoken with or by teachers, principals, authority figures <i>"Do you understand what the text is saying?"</i>
More informal with simple grammatical structures <i>I thought the author did a great job making the characters real to me.</i>		More formal with complex grammatical structures <i>The author skillfully captured the essence of each character through vivid descriptions.</i>
Shorter and incomplete sentences <i>"Thanks!"</i>		Longer and complete sentences <i>"I appreciate your help with this."</i>
Repetition of words <i>"And then...and then...and then"</i>		Variety of words <i>"First...then...finally...consequently"</i>
Less sophisticated vocabulary <i>This shows</i> <i>It's about</i>		More sophisticated vocabulary <i>Your response demonstrates, illustrates, portrays</i> <i>It concerns, It's in regards to</i>
Sentences start with conjunctions such as ' and ', ' but ' and ' because '		Sentences start with transitions such as ' however ' and ' in addition to '
Actions through verbs <i>solve, fail, discover</i> <i>"Solve the problem."</i>		Actions turned into nouns to build concepts <i>solution, failure, discovery</i> <i>"Find a solution to the problem."</i>
Active voice more common <i>John purchased five books.</i>		Passive voice more common. <i>Five books were purchased by John.</i>
Shorter noun phrases <i>The dog</i>		Longer noun phrases <i>The drooling, long-eared Labrador pup</i>
Use of slang <i>"My bad!"</i>		No slang <i>"I made a mistake."</i>

Adapted from: Jennifer Childress, Assoc. Professor, Art Education, The College of Saint Rose 10/8/13
<https://communications.madison.k12.wi.us/what-is-academic-language>

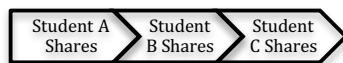
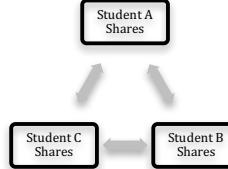
Structures to Support Academic Language

Reading and writing float on a sea of talk. ~ James Britton

All language learners need access to instruction that clearly connects the four domains of language: listening, speaking, reading and writing. This is especially important for English Language Learners (ELLs). While ‘student talk’ takes time that we often do not feel we have enough of, it is an absolute necessity. Developing oracy through **structured and intentionally planned academic discussion** is critical to achieve our goal of high-level literacy.

Output VS Interaction

Adapted from Oakland Unified School District

	What is it?	Example	Benefit
Output	Students sharing their answer to a prompt.	<i>“Share one consequence the Great Depression had on the United States with your group.”</i> 	Good practice to support the more challenging task of authentic interaction .
Interaction	Students working together to co-construct meaning . When students interact, they challenge each other, elaborate, clarify responses and build on one another’s ideas.	<i>“Decide which consequence of the Great Depression had the most impact on the United States.”</i> 	Deeper meaning and concept building and understanding develops

Teacher Responsibilities	Examples
Improve Academic Discussion and Discourse	Student Alternatives to “I don’t know,” “What,” or “Huh?” <ul style="list-style-type: none"> • May I please have more information? • May I have some more time to think? • Would you please repeat the question? • Where can I find information? • May I ask a friend for help?
Use prompts and questioning to maximize participation and elaboration. (Asking meaningful, challenging, and open-ended questions)	Teacher prompts to increase elaboration <ul style="list-style-type: none"> • Tell us more. • Would you like to ask me a question? • Would you say that again? • Give us another example to help us understand. • I’d like to hear what others are thinking about Joe’s comment. • Take your time. I can see you have more to say about this. • Where can we find that information you just brought up?

Fisher & Frey, Educational Leadership, Speaking Volumes, November 2014, Volume 72 pages 18-23

Webb's Depth of Knowledge (DOK)

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference that connects the type of thinking with the complexity of the task. Using DOK levels offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Consequently, teachers need to develop the ability to design questions, tasks and classroom assessments for a greater range of cognitive demand. Most often a scaffolded support is needed to help students organize or break down information. All learners K-12 should experience a variety of DOK levels.

Depth of Knowledge Generalizations:

If there is one correct answer, it is most likely a DOK 1 or DOK 2.

- DOK 1: Either you know it or you don't
- DOK 2: Make connections with known information

If there is more than one answer, requiring supporting evidence, it is a DOK 3 or DOK 4.

- DOK 3: Interpret implied information, provide supporting evidence and reasoning. Explain not just HOW but WHY for each step and decision made
- DOK 4: Includes all of DOK 3 and the use of multiple sources/data/ texts

DOK Level 1: Recall & Reproduction	
Students are to recall or reproduce knowledge and /or skills. Content involves working with facts, terms, details and calculations. Level 1 items have a correct answer with nothing to reason or figure out.	
Teacher Role	Student Role
Questions to direct or focus attention, shows, tells, demonstrates, provides examples, examines, leads, breaks down, defines	Recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures
Possible Task and Products	
<ul style="list-style-type: none">• Fill in the blank• Quiz• Calculate, compute• Oral reading fluency• Decoding words• Write complete sentences• Document with highlighting/ citing/ annotating sources• Locate and recall quotes• Recite math facts, poems etc.	<ul style="list-style-type: none">• Write a list of key words about . . .• Memorize lines• Complete basic calculation tasks (e.g., add, subtract, divide, multiply)• Complete measurement tasks using rulers or thermometers• Read for fact/details or plot• Locate or retrieve information in verbatim form to answer a question
Potential Questions	
Can you recall _____? When did _____ happen? Who was_____? How can you recognize_____? What is ____? How can you find the meaning of _____?	Can you select _____? How would you write _____? What might you include on a list about _____? Who discovered ____? What is the formula for ____? Can you identify ____?

Hess, 2013. Adapted from A Guide for Using Webb's Depth of Knowledge with Common Core State Standards

Webb's Depth of Knowledge (DOK)

DOK Level 2: Skill/Concept	
Includes the engagement of mental processing beyond recalling, reproducing or locating an answer. This level generally requires students to compare and contrast, cause and effect, classify, or sort items into meaningful categories, describe or explain relationships, provide examples and non-examples.	
Teacher Role	Student Role
Provides questions to differentiate, infer, or check conceptual understanding, models, organizes/reorganizes, explores, possible options or connections, provides, examples and non-examples	Solves routine problems/tasks involving multiple decisions points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates with examples or models and examines.
Possible Tasks and Products	
<ul style="list-style-type: none"> • Timeline • Number line • Graphic organizer • Science logs • Concept Maps • Captioned Story Board • Use a Venn Diagram that shows how two topics from the same source are the same and different 	<ul style="list-style-type: none"> • Write a summary • Explain a series of steps used to find a solution • Sequence of events using a graphic organizer • Explain the meaning of a concept using words, objects and/or visuals • Complex calculations involving decision points • Conduct, collect, and organize data
Potential Questions:	
What other way could you solve/find out ____? What is your prediction and why? How would you organize ____ to show ____? Can you explain how ____ affected ____? How would you apply what you learned to develop ____? How would you compare ____ and contrast ____? How would you classify?	What facts are relevant to show ____? How or why would we use ____? What examples or non-examples can we find? What is the relationship between ____ and ____? How would you summarize? How are ____ alike and different? What do you notice about ____? How would you estimate ____?

Hess, 2013. Adapted from *A Guide for Using Webb's Depth of Knowledge with Common Core State Standards*

Webb's Depth of Knowledge (DOK)

DOK Level 3: Strategic Thinking and Reasoning

Stating reasons and providing relevant supporting evidence are key markers of DOK 3 tasks. The expectation established for tasks at this level require an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 3 tasks focus on in-depth understanding of **one** text, **one** data set, **one** investigation, or **one** key source.

Teacher Roles	Student Role
Questions to probe reasoning and underlying thinking, asks open-ended questions, acts as a resource and coach, provides criteria and examples for making judgments and supporting claims. Encourages multiple approaches and solutions and determines when in depth exploration is appropriate.	Uncovers and selects relevant and credible supporting evidence for analyses, critiques, debates, claims and judgments, plans, initiates questions, disputes, argues, tests ideas/solutions, sustains inquiry into topics or deeper problems, applies to the real world.

Possible Tasks and Products:

- | | |
|---|---|
| <ul style="list-style-type: none">• Complex graph• Analyze survey results• Multiple paragraph essay or short story• Fact-based argument• Chart and draw conclusions about data sets• Investigation• Drawing conclusions from text or data sets• Generalize from a set of evidence or data• Justification of the solution to a problem• Debate from a given perspective | <ul style="list-style-type: none">• Design a questionnaire to gather information• Survey classmates/industry members to find out what they think about a particular topics• Make a flow chart to show the critical stages.• Participate in a discussion that represents different viewpoints• Write a opinion essay• Convince others with evidence• Solve non-routine problems• Interpret information from a complex graph |
|---|---|

Potential Questions

- | | |
|---|--|
| <p>How is ___ related to ___?</p> <p>What are the possible flaws in ___?</p> <p>What is the theme/lesson-learned ___?</p> <p>How would the moral change if ___?</p> <p>What underlying bias is there ___?</p> <p>What inferences will these facts support ___?</p> <p>How does the author create tension/suspense ___?</p> <p>What is the author's reasoning for ___?</p> | <p>How can you prove that your solution is reasonable?</p> <p>What evidence can you find to support ___?</p> <p>What ideas justify ___?</p> <p>What conclusions can you draw?</p> <p>What information can you draw on to support your reason for ___?</p> <p>How would you ___ to create a different ___?</p> <p>What is the best answer and why?</p> <p>Can you elaborate on your reason and give examples?</p> |
|---|--|

Hess, 2013. Adapted from *A Guide for Using Webb's Depth of Knowledge with Common Core State Standards*

Webb's Depth of Knowledge (DOK)

DOK Level 4: Extended Thinking

Stating reasons and providing relevant supporting evidence are key markers of DOK 4 tasks. The expectation established for tasks at this level require an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 4 tasks focus on in-depth understanding of **multiple** texts, **multiple** data sets, **multiple** investigations, or **multiple** key sources.

Teacher Roles	Student Role
Questions extend thinking and broaden perspectives; facilitates teaming, collaboration and self-evaluation of students.	Designs, takes risks, researches synthesizing multiple sources, collaborates, plans, organizes, modifies, creates concrete tangible products.
Possible Tasks and Products:	
<ul style="list-style-type: none">• Presentation—using diverse media formats• Research report synthesizing multiple sources• Essay (informational, narrative or opinion) using multiple sources• Multiple data sources synthesized to develop original graphs• Assessment based on application of the content knowledge	<ul style="list-style-type: none">• Applying information from more than one discipline to solve non-routine problems in novel or real-world situations.• Tasks that require making multiple strategic and procedural decisions as new information is processed• Tasks that require multiple roles and collaboration with others. (peer revision, editing of a script)• Tasks that draw evidence from multiple sources to support solutions/conclusions
Potential Questions—all require multiple sources for evidence	
<p>What changes would you make to solve or address this major issue/problem _____?</p> <p>Can you propose an alternate solution?</p> <p>Do you agree with the actions, outcomes, or decisions?</p> <p>How would you prove or disprove?</p> <p>Can you assess the value or importance of?</p>	

Hess, 2013. Adapted from *A Guide for Using Webb's Depth of Knowledge with Common Core State Standards*

Table 1: Math Descriptors – Applying Depth of Knowledge Levels for Mathematics (Webb, 2002) & NAEP 2002 Mathematics Levels of Complexity (M. Petit, Center for Assessment 2003, K. Hess, Center for Assessment, updated 2006)

Level 1 Recall	Level 2 Skills/Concepts	Level 3 Strategic Thinking	Level 4 Extended Thinking
<p>a. Recall, observe, or recognize a fact, definition, term, or property</p> <p>b. Apply/compute a well-known algorithm (e.g., sum, quotient)</p> <p>c. Apply a formula</p> <p>d. Determine the area or perimeter of rectangles or triangles given a drawing and labels</p> <p>e. Identify a plane or three dimensional figure</p> <p>f. Measure</p> <p>g. Perform a specified or routine procedure (e.g., apply rules for rounding)</p> <p>h. Evaluate an expression</p> <p>i. Solve a one-step word problem</p> <p>j. Retrieve information from a table or graph</p> <p>k. Recall, identify, or make conversions between and among representations or numbers (fractions, decimals, and percents), or within and between customary and metric measures</p> <p>l. Locate numbers on a number line, or points on a coordinate grid</p> <p>m. Solve linear equations</p> <p>n. Represent math relationships in words, pictures, or symbols</p> <p>o. Read, write, and compare decimals in scientific notation</p>	<p>a. Classify plane and three dimensional figures</p> <p>b. Interpret information from a simple graph</p> <p>c. Use models to represent mathematical concepts</p> <p>d. Solve a routine problem requiring multiple steps/decision points, or the application of multiple concepts</p> <p>e. Compare and/or contrast figures or statements</p> <p>f. Construct 2-dimensional patterns for 3-dimensional models, such as cylinders and cones</p> <p>g. Provide justifications for steps in a solution process</p> <p>h. Extend a pattern</p> <p>i. Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps</p> <p>j. Translate between tables, graphs, words and symbolic notation</p> <p>k. Make direct translations between problem situations and symbolic notation</p> <p>l. Select a procedure according to criteria and perform it</p> <p>m. Specify and explain relationships between facts, terms, properties, or operations</p> <p>n. Compare, classify, organize, estimate, or order data</p>	<p>a) Interpret information from a complex graph</p> <p>b) Explain thinking when more than one response is possible</p> <p>c) Make and/or justify conjectures</p> <p>d) Use evidence to develop logical arguments for a concept</p> <p>e) Use concepts to solve non-routine problems</p> <p>f) Perform procedure with multiple steps and multiple decision points</p> <p>g) Generalize a pattern</p> <p>h) Describe, compare, and contrast solution methods</p> <p>i) Formulate a mathematical model for a complex situation</p> <p>j) Provide mathematical justifications</p> <p>k) Solve a multiple- step problem and provide support with a mathematical explanation that justifies the answer</p> <p>l) Solve 2-step linear equations/inequalities in one variable over the rational numbers, interpret solution(s) in the original context, and verify reasonableness of results</p> <p>m) Translate between a problem situation and symbolic notation that is not a direct translation</p> <p>n) Formulate an original problem, given a situation</p> <p>o) Analyze the similarities and differences between procedures</p> <p>p) Draw conclusion from observations or data, citing evidence</p>	<p>a) Relate mathematical concepts to other content areas</p> <p>b) Relate mathematical concepts to real-world applications in new situations</p> <p>c) Apply a mathematical model to illuminate a problem, situation</p> <p>d) Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</p> <p>e) Design a mathematical model to inform and solve a practical or abstract situation</p> <p>f) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations</p> <p>g) Apply one approach among many to solve problems</p> <p>h) Apply understanding in a novel way, providing an argument/justification for the application</p> <p>NOTE: Level 4 involves such things as complex restructuring of data or establishing and evaluating criteria to solve problems.</p>

Table 1: Sample Depth-of-Knowledge Level Descriptors for Reading
(Based on Webb and Wixson, K. Hess, Center for Assessment/NCIEA, 2004)

Level 1 Recall of Information	Level 2 Basic Reasoning	Level 3 Complex Reasoning	Level 4 Extended Reasoning
<ul style="list-style-type: none"> a. Read words orally in isolation b. Read words orally in connected text c. Read multi-syllabic words d. Locate or recall facts or details explicitly presented in text e. Identify or describe characters, setting, sequence of events f. Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words g. Select appropriate words to use in context (e.g., content-specific words, shades of meaning) when intended meaning is clearly evident 	<ul style="list-style-type: none"> a. Use context cues or resources to identify the meaning of unfamiliar words b. Predict a logical outcome based on information in a reading selection c. Make basic inferences or draw basic conclusions about information presented in text (e.g., According to this report, what caused ___?) d. Recognizing appropriate generalizations about text (e.g., possible titles, main ideas) e. Identify and summarize the major events, problem, solution, conflicts in a literary text f. Determine whether a text is fact or fiction g. Distinguish between fact and opinion h. Describe the characteristics or features of various types of text i. Obtain information using text features of informational text (e.g., Table of Contents, sidebar, chart) j. Organize information presented in informational text using mapping, charting, or summarizing k. Locate information to answer questions related to explicit or implicit central ideas in informational texts l. Identify use of literary devices (e.g., imagery, idioms, exaggeration, alliteration, etc.) 	<ul style="list-style-type: none"> a. Explain, generalize, or connect ideas, using supporting evidence from the text or from other sources b. Draw inferences about author's purpose, author's message or theme (explicit or implied) c. Make and support inferences about implied causes and effects d. Describe how word choice, point of view, or bias affects the interpretation of a reading selection e. Summarize or compare information within and across text passages f. Analyze interrelationships among elements of the text (plot, subplots, characters, setting) g. Analyze or interpret use of author's craft (literary devices) to analyze or critique a literary text 	<ul style="list-style-type: none"> a. Compare or analyze multiple works by the same author, including author's craft b. Compare or analyze multiple works from the same time period or from the same genre c. Gather, analyze, organize, and interpret information from multiple (print and non print) sources for the purpose of drafting a reasoned report d. Evaluate the relevancy and accuracy of information from multiple (print and non print) sources (e.g., verifying factual information or assertions with other sources; researching the source of information)

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Table 1: Sample Depth-of-Knowledge Level Descriptors for Social Studies
(Based on Webb, Karin Hess, 2005, National Center for Assessment www.nciea.org)

Level 1 Recall of Information	Level 2 Basic Reasoning	Level 3 Complex Reasoning	Level 4 Extended Reasoning
<ul style="list-style-type: none"> a. Recall or recognition of: fact, term, concept, trend, generalization, event, or document b. Identify or describe features of places or people c. Identify key figures in a particular context meaning of words d. Describe or explain: who, what, where, when e. Identify specific information contained in maps, charts, tables, graphs, or drawings 	<ul style="list-style-type: none"> a. Describe cause-effect of particular events b. Describe or explain: how (relationships or results), why, points of view, processes, significance, or impact c. Identify patterns in events or behavior d. Categorize events or figures in history into meaningful groups e. Identify and summarize the major events, problem, solution, conflicts f. Distinguish between fact and opinion g. Organize information to show relationships h. Compare and contrast people, events, places, concepts i. Give examples and non-examples to illustrate an idea/concept 	<ul style="list-style-type: none"> a. Explain, generalize, or connect ideas, using supporting evidence from a text/source b. Apply a concept in other contexts c. Make and support inferences about implied causes and effects d. Draw conclusion or form alternative conclusions e. Analyze how changes have affected people or places f. Use concepts to solve problems g. Analyze similarities and differences in issues or problems h. Propose and evaluate solutions i. Recognize and explain misconceptions related to concepts 	<ul style="list-style-type: none"> a. Analyze and explain multiple perspectives or issues within or across time periods, events, or cultures b. Gather, analyze, organize, and synthesize information from multiple (print and non print) sources c. Make predictions with evidence as support d. Plan and develop solutions to problems e. Given a situation/problem, research, define, and describe the situation/problem and provide alternative solutions f. Describe, define, and illustrate common social, historical, economic, or geographical themes and how they interrelate

Table 1: Detailed Descriptors of Depth-of-Knowledge Levels for Science
 (K. Hess, Center for Assessment, based on Webb, update 2005)

Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking	Level 4 Extended Thinking
<ul style="list-style-type: none"> a. Recall or recognize a fact, term, definition, simple procedure (such as one step), or property b. Demonstrate a rote response c. Use a well-known formula d. Represent in words or diagrams a scientific concept or relationship e. Provide or recognize a standard scientific representation for simple phenomenon f. Perform a routine procedure, such as measuring length g. Perform a simple science process or a set procedure (like a recipe) h. Perform a clearly defined set of steps i. Identify, calculate, or measure <hr/>	<ul style="list-style-type: none"> a. Specify and explain the relationship between facts, terms, properties, or variables b. Describe and explain examples and non-examples of science concepts c. Select a procedure according to specified criteria and perform it d. Formulate a routine problem given data and conditions e. Organize, represent, and compare data f. Make a decision as to how to approach the problem g. Classify, organize, or estimate h. Compare data i. Make observations j. Interpret information from a simple graph k. Collect and display data <hr/>	<ul style="list-style-type: none"> a. Interpret information from a complex graph (such as determining features of the graph or aggregating data in the graph) b. Use reasoning, planning, and evidence c. Explain thinking (beyond a simple explanation or using only a word or two to respond) d. Justify a response e. Identify research questions and design investigations for a scientific problem f. Use concepts to solve non-routine problems/more than one possible answer g. Develop a scientific model for a complex situation h. Form conclusions from experimental or observational data i. Complete a multi-step problem that involves planning and reasoning j. Provide an explanation of a principle k. Justify a response when more than one answer is possible l. Cite evidence and develop a logical argument for concepts m. Conduct a designed investigation n. Research and explain a scientific concept o. Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> a. Select or devise approach among many alternatives to solve problem b. Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables. c. Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions d. Relate ideas <i>within</i> the content area or <i>among</i> content areas e. Develop generalizations of the results obtained and the strategies used and apply them to new problem situations

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *Reading*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> ○ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts ○ Read words orally in connected text with fluency & accuracy ○ Define terms 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> ○ Identify or describe literary elements (characters, setting, sequence, etc.) ○ Select appropriate words when intended meaning/definition is clearly evident ○ Describe/explain who, what, where, when, or how 	<ul style="list-style-type: none"> ○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Summarize results, concepts, ideas ○ Make basic inferences or logical predictions from data or texts ○ Identify main ideas or accurate generalizations of texts ○ Locate information to support explicit-implicit central ideas 	<ul style="list-style-type: none"> ○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Identify/ make inferences about explicit or implicit themes ○ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text 	<ul style="list-style-type: none"> ○ Explain how concepts or ideas specifically relate to other content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> ○ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words 	<ul style="list-style-type: none"> ○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features 	<ul style="list-style-type: none"> ○ Apply a concept in a new context 	<ul style="list-style-type: none"> ○ Illustrate how multiple themes (historical, geographic, social) may be interrelated
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> ○ Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) 	<ul style="list-style-type: none"> ○ Categorize/compare literary elements, terms, facts, details, events ○ Identify use of literary devices ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion ○ Identify characteristic text features; distinguish between texts, genres 	<ul style="list-style-type: none"> ○ Analyze information within data sets or texts ○ Analyze interrelationships among concepts, issues, problems ○ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text ○ Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> ○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources ○ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> ○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Critique conclusions drawn 	<ul style="list-style-type: none"> ○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Draw & justify conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce		<ul style="list-style-type: none"> ○ Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> ○ Synthesize information within one source or text ○ Develop a complex model for a given situation ○ Develop an alternative solution 	<ul style="list-style-type: none"> ○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *Writing*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify				
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> ○ Describe or define facts, details, terms ○ Select appropriate words to use when intended meaning/definition is clearly evident ○ Write simple sentences 	<ul style="list-style-type: none"> ○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Take notes; organize ideas/data ○ Summarize results, concepts, ideas ○ Identify main ideas or accurate generalizations of texts 	<ul style="list-style-type: none"> ○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> ○ Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> ○ Apply rules or use resources to edit specific spelling, grammar, punctuation, conventions, word use ○ Apply basic formats for documenting sources 	<ul style="list-style-type: none"> ○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features ○ Develop a text that may be limited to one paragraph ○ Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> ○ Revise final draft for meaning or progression of ideas ○ Apply internal consistency of text organization and structure to composing a full composition ○ Apply a concept in a new context ○ Apply word choice, point of view, style to impact readers' interpretation of a text 	<ul style="list-style-type: none"> ○ Select or devise an approach among many alternatives to research a novel problem ○ Illustrate how multiple themes (historical, geographic, social) may be interrelated
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view)	<ul style="list-style-type: none"> ○ Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> ○ Compare literary elements, terms, facts, details, events ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion 	<ul style="list-style-type: none"> ○ Analyze interrelationships among concepts, issues, problems ○ Apply tools of author's craft (literary devices, viewpoint, or potential dialogue) with intent ○ Use reasoning, planning, and evidence to support inferences made 	<ul style="list-style-type: none"> ○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, or time periods ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> ○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Justify or critique conclusions 	<ul style="list-style-type: none"> ○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Draw & justify conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> ○ Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept 	<ul style="list-style-type: none"> ○ Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> ○ Develop a complex model for a given situation ○ Develop an alternative solution 	<ul style="list-style-type: none"> ○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

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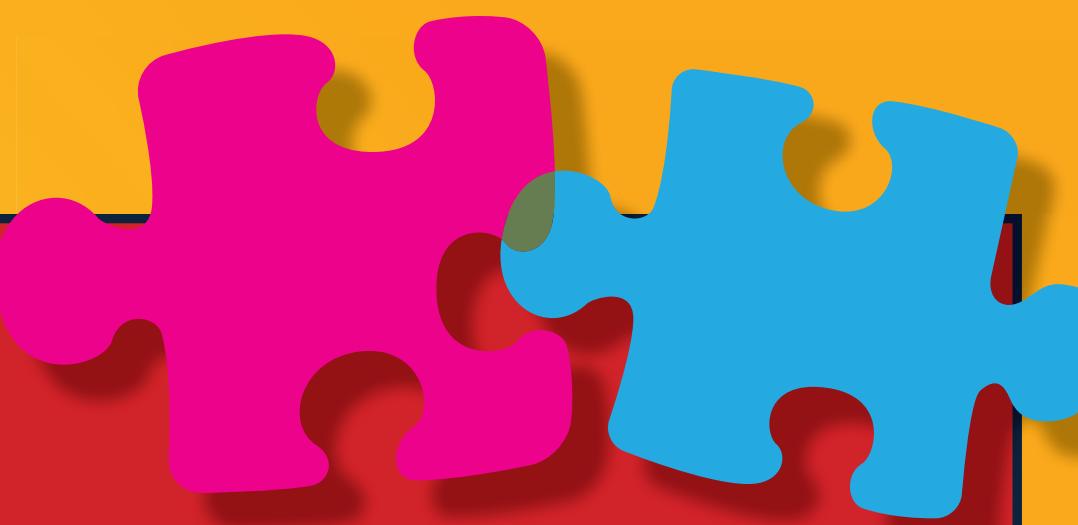
For full article, go to www.nciea.org

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – **Math/Science**

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> ○ Recall, observe, & recognize facts, principles, properties ○ Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> ○ Evaluate an expression ○ Locate points on a grid or number on number line ○ Solve a one-step problem ○ Represent math relationships in words, pictures, or symbols ○ Read, write, compare decimals in scientific notation 	<ul style="list-style-type: none"> ○ Specify and explain relationships (e.g., non-examples/examples; cause-effect) ○ Make and record observations ○ Explain steps followed ○ Summarize results or concepts ○ Make basic inferences or logical predictions from data/observations ○ Use models /diagrams to represent or explain mathematical concepts ○ Make and explain estimates 	<ul style="list-style-type: none"> ○ Use concepts to solve <u>non-routine</u> problems ○ Explain, generalize, or connect ideas <u>using supporting evidence</u> ○ Make <u>and justify</u> conjectures ○ Explain thinking when more than one response is possible ○ Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> ○ Relate mathematical or scientific concepts to other content areas, other domains, or other concepts ○ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> ○ Follow simple procedures (recipe-type directions) ○ Calculate, measure, apply a rule (e.g., rounding) ○ Apply algorithm or formula (e.g., area, perimeter) ○ Solve linear equations ○ Make conversions among representations or numbers, or within and between customary and metric measures 	<ul style="list-style-type: none"> ○ Select a procedure according to criteria and perform it ○ Solve routine problem applying multiple concepts or decision points ○ Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps ○ Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) ○ Construct models given criteria 	<ul style="list-style-type: none"> ○ Design investigation for a specific purpose or research question ○ Conduct a designed investigation ○ Use concepts to solve non-routine problems ○ <u>Use & show reasoning, planning, and evidence</u> ○ Translate between problem & symbolic notation when not a direct translation 	<ul style="list-style-type: none"> ○ Select or devise approach among many alternatives to solve a problem ○ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> ○ Retrieve information from a table or graph to answer a question ○ Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) ○ Identify a pattern/trend 	<ul style="list-style-type: none"> ○ Categorize, classify materials, data, figures based on characteristics ○ Organize or order data ○ Compare/ contrast figures or data ○ Select appropriate graph and organize & display data ○ Interpret data from a simple graph ○ Extend a pattern 	<ul style="list-style-type: none"> ○ Compare information within or across data sets or texts ○ Analyze and <u>draw conclusions from data, citing evidence</u> ○ Generalize a pattern ○ Interpret data from complex graph ○ Analyze similarities/differences between procedures or solutions 	<ul style="list-style-type: none"> ○ Analyze multiple sources of evidence ○ analyze complex/abstract themes ○ Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> ○ <u>Cite evidence and develop a logical argument</u> for concepts or solutions ○ Describe, compare, and contrast solution methods ○ <u>Verify reasonableness of results</u> 	<ul style="list-style-type: none"> ○ Gather, analyze, & evaluate information to draw conclusions ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> ○ Brainstorm ideas, concepts, or perspectives related to a topic 	<ul style="list-style-type: none"> ○ Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> ○ Synthesize information within one data set, source, or text ○ Formulate an original problem given a situation ○ Develop a scientific/mathematical model for a complex situation 	<ul style="list-style-type: none"> ○ Synthesize information across multiple sources or texts ○ Design a mathematical model to inform and solve a practical or abstract situation



I CAN...go deeper and rock the rigor!



Revised Bloom's Taxonomy	1 Webb's DOK Level 1 Recall & Reproduction	2 Webb's DOK Level 2 Skills & Concepts	3 Webb's DOK Level 3 Strategic Thinking/Reasoning	4 Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> 0 I can... find or recall facts, details, and definitions in a text or on a website. 0 I can... recall math facts. 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, observe, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> 0 I can... explain who, what, where, when, or how after reading, listening to, or viewing. 0 I can show relationships using numbers, symbols, and pictures. 	<ul style="list-style-type: none"> 0 I can ... summarize the sequence of events or state the main idea. 0 I can... provide examples and non-examples to show I understand a concept. 0 I can... show how two ideas connect. 0 I can...specify and explain relationships. 	<ul style="list-style-type: none"> 0 I can ...identify the lesson learned or theme and use evidence from the text to support my interpretation. 0 I can... solve a problem one way and explain my reasoning using another strategy. 0 I can...develop a presentation for a specific purpose and audience. 	<ul style="list-style-type: none"> 0 I can... use examples to explain how ideas in one text specifically connect to another text. 0 I can... write a report using more than one resource or more than one concept.
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (transfer) to an unfamiliar or non-routine task	<ul style="list-style-type: none"> 0 I can... apply spelling rules to edit my work. 0 I can...calculate, measure, or follow a rule – like rounding a number or finding the average. 0 I can... solve an equation. 	<ul style="list-style-type: none"> 0 I can...locate and use data in a table or graph to solve a word problem. 0 I can... use the clues in a text to figure out what a new word means. 0 I can... use captions and graphics to find more information. 	<ul style="list-style-type: none"> 0 I can...plan how I would collect and analyze data to answer a question. 0 I can...revise the words and visuals in an advertisement for a new audience. 	<ul style="list-style-type: none"> 0 I can...identify a real-world problem, and plan and conduct an investigation to show how the problem could be solved. 0 I can... use what I learned to find other solutions.
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view, approach/strategy used)	<ul style="list-style-type: none"> 0 I can ... find and record data from a weather map. 0 I can... identify a pattern or trend. 0 I can... list the best key words to use for an Internet search. 	<ul style="list-style-type: none"> 0 I can ... compare and contrast weather data from two regions or two states. 0 I can ... compare two characters in a story. 0 I can... sort objects by different features. 0 I can...extend a pattern. 0 I can...interpret a simple graph or visual. 	<ul style="list-style-type: none"> 0 I can...figure out if there is conflicting or confusing information in one text and explain my reasoning. 0 I can...interpret a political cartoon and use factual information to support my reasoning. 0 I can...generalize a pattern. 	<ul style="list-style-type: none"> 0 I can ... compare styles or themes in two books by the same author. 0 I can...gather and analyze information from many sources to find the best evidence to support an opinion. 0 I can... break down opposing claims or arguments.
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> 0 I can...complain that the weather is not good for skiing. 0 I can...state that I like or don't like something and not back up my opinion. 0 I can...state a claim that something is true or not true without giving any justification. 		<ul style="list-style-type: none"> 0 I can ...explain why I'm planning my ski vacation in Utah, using evidence from historical weather patterns. 0 I can... find possible flaws in an experiment or a solution. 	<ul style="list-style-type: none"> 0 I can... use historical weather data from multiple places to choose the best location for my next ski vacation.
Create Reorganize elements into new patterns/structures/ or schemas, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> 0 I can...brainstorm what I know - ideas, concepts, or perspectives on a topic 	<ul style="list-style-type: none"> 0 I can ... use facts, observations, and what I know to make a prediction or state an hypothesis. 0 I can... tell you WHY a claim or opinion might be believable. 	<ul style="list-style-type: none"> 0 I can ... re-present an author's idea in my own way. 0 I can ... develop a model or a media message that shows a stated perspective or a new solution. 0 I can...justify a claim with hard evidence. 	<ul style="list-style-type: none"> 0 I can...write a sequel to a story, with a logical story line for the main character 0 I can...use historical facts to develop believable historical fiction. 0 I can...use historical weather data from multiple sources to choose the best location for my next ski vacation.



- 1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.**
Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)
- 2. Students' home, school, and community experiences influence their language development.**
Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)
- 3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.**
Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)
- 4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.**
Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)
- 5. Students learn language and culture through meaningful use and interaction.**
Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)
- 6. Students use language in functional and communicative ways that vary according to context.**
Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)
- 7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.**
Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)
- 8. Students' development of academic language and academic content knowledge are inter-related processes.**
Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)
- 9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.**
Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)
- 10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.**
Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)



Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., “stand up”; “sit down”) Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	
SPEAKING	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., “Where is Sonia?”) Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g. “What will happen next?”) Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different 	
WRITING	<ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters 	<ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated “notes” and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> Create content-based representations through pictures and words Make “story books” with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., “Find a pencil.”) Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., “This is my left hand.”) 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., “Take out your science book. Now turn to page 25.”) Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., “smaller,” “biggest”) 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., “I’m happy because...”) Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., “as big as a house”) 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., “I like ____.”) Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., “Who is absent?”) Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none">• specialized or technical language reflective of the content areas at grade level• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level• oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none">• specialized or technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none">• specific and some technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none">• general and some specific language of the content areas• expanded sentences in oral interaction or written paragraphs• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none">• general language related to the content areas• phrases or short sentences• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none">• pictorial or graphic representation of the language of the content areas• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

ISTE Standards Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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English Language Arts 2016-2017



1st

Grade



CANYONS
School District

Table of Contents

SECTION 1: OVERVIEW

Introduction	page 1
General Instructions	page 2
Evidence-Based Instructional Priorities	pages 3-4
Implementation Assessment	page 5

SECTION 2: STANDARDS

ELA Standards Not Represented	pages 6
3-5 ELA Utah Core Standards	pages 7-15
K-5 ELA Standards Vertical Alignment	pages 16-39

SECTION 3: SCOPE & SEQUENCE

SALTA Materials - ELA	page 40
CSD Literacy Block	page 41-42
Five-Day Plan for Instruction	page 47-51
Intensified Routines	page 52-70
Text Complexity	pages 71
Scope & Sequence At-A-Glance	pages 72-73
Reading Street Schedule and Pacing	page 74
Reading Street Scope and Sequence	pages 75-84

SECTION 4: INSTRUCTIONAL RESOURCES

Small Group Instruction Resources	pages 85-98
Four Day Spelling/Word Study Instructional Plan	page 99
Best Practices for Handwriting Instruction	pages 100-103
Writing Instructional Practices and Supports	pages 104-112

ENGLISH LANGUAGE ARTS (ELA) CURRICULUM MAP

CANYONS SCHOOL DISTRICT

Curriculum Mapping Purpose

Canyons School District's language arts curriculum maps are standards-based maps driven by the Utah Core Standards and implemented using Pearson Reading Street ©2011. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students. (see pages 78-81 for scaffolding ideas)

General Instructions

Pacing

This curriculum map provides guidance for intertwining the Utah Core Standards and the Reading Street curriculum. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, targeted standards have been identified for each unit. Attending to these targeted standards will allow teachers to focus instruction for the given unit and better assess students' understanding of each standard.

Units

There are six units that are to be covered over the course of the school year. Each unit represents six weeks of instruction.

Big Question and Question of the Week

These questions provide an anchor for a thematic unit of instruction (six weeks) and are represented in the classroom on a Concept Board. Questions are referred to during Content Knowledge, Concept Talk, Concept Mapping, Main Selection, and in content integration when the question supports Science and/or Social Studies standards.

Assessment

Assessment options include student observation, progress monitoring, Weekly Tests, Fresh Reads, Unit Tests, and Writing to Sources Writing Rubrics. Through the use of the Realize platform for online assessment, teachers can access reports to support student goal-setting and assessment. District-wide Standard-based Assessments are used as our common district assessments. DWSBA are mandatory and are given during a common assessment window.

Targeted Technology Standards

In each unit, one of the International Society for Technology in Education (ISTE) Standards is integrated into the ELA block. Resources are available at <http://edtech.canyonsdistrict.org/elementary-curriculum-maps-iste-standards.html> to assist teachers in integrating technology into ELA instruction based on Reading Street units. The school's Educational Technology Specialist can provide additional supports as requested.

Homework

The struggle to develop independent reading skills and language arts skills should occur while the teacher is available to support and scaffold the learning and correct student errors. Work that is sent home for students to complete should consist of concepts and skills that have been taught in class, been practiced, and the student can do independently. Homework should be used to build automaticity of skills already acquired and not for development of new skills without instruction. For appropriate homework practice, please see the HW Study Skill Pages available at <http://csdela.weebly.com/weekly-study-skills-hw-sheets.html>

Evidence-Based Instructional Priorities

Applied to Literacy Instruction

Explicit Instruction

I Do - We Do - Y'all Do - You Do
Model - Guide Practice – Partner - Independent

Systematic

- Focused on critical content
- Skills, strategies, and concepts are sequenced logically
- Break down complex skills
- Lessons are organized and focused
- Instructional routines are used
- Examples and non-examples
- Step-by-step demonstrations

Relentless

- Adequate initial practice
NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers.
- Distributed practice--frequent exposure to content/skill over time
- Cumulative review
- Teach to mastery

Engaging

- Increasing Opportunities to Respond
- Explicit Vocabulary Instruction
- Feedback
- Instructional Grouping
- Acquire – Auto – Apply
- Classroom PBIS

Increasing Opportunities to Respond

Saying, Writing, Doing

Group Reading Strategies for Student Engagement

- Model:** All students track as the teacher reads the passage. Teacher emphasizes reading in phrases with expression. *"My turn to model. Everyone tracking."*
- Choose this strategy when text contains dialogue, advanced punctuation or other content that makes it more difficult for students.
- Echo Reading:** The teacher reads a sentence fluently and immediately the students read it back to the teacher. Keep the time between the model and test very short. All students must track as the teacher or peer reads. *"My turn. Echo read. Everyone tracking."* (*Model*) *"Tracking back. Your turn, read."*
- Choral:** Students and teacher read together aloud as all students are tracking. This should be only on short sentences and title. Teacher sets pace. *"Everyone...choral read."*
- Choose this strategy with text that all students can read.
- Cloze:** Teacher reads and pauses at a word (focused vocabulary words) and students read the word. Continue for a paragraph or so. *"My turn. Everyone tracking. Cloze read...."*
- Partner:** *Partner A* reads a sentence and *Partner B* reads a sentence. Students must track as their partners read.

Explicit Vocabulary Instruction

- Introduce the word**
 - Teacher says the word
 - All students repeat the word
 - Teacher gives a child-friendly definition
 - All students repeat the definition (with teacher guidance)
 - Repeat above steps as necessary
- Demonstrate**
 - Provide an example
 - Provide a non-example
 - Repeat above steps as necessary
- Apply**
 - Students turn to a partner and use the word in a sentence
 - Teacher shares a sentence using the word

Feedback

Instructional Grouping

- Corrective and Affirmative
- Timely and Frequent
- Specific and Reinforcing

- Whole group, Small groups, Partners
- Fluid and flexible
- Skill-Based Small Group Instruction

Acquire – Auto – Apply

- Learn (acquire) the skill
- Build the skill to automaticity
- Apply the skill

Classroom PBIS

- Forming clear behavior expectations
- Explicitly teaching expectations to students
- Reinforcing expectations with students
- Correcting of problem behaviors in a systematic manner

Intensified Systematic Vocabulary Instruction Routine for Building Academic Language

Acquisition DOK 1	<p>Introduction Phase</p> <ol style="list-style-type: none"> 1. Teacher writes/says the word. 2. Students repeat the word. 3. Multisyllabic breakdown 4. Teacher gives a student friendly definition, incorporating synonyms as appropriate. 5. Students restate definition with teacher guidance. 6. Teacher identifies any prefixes, suffixes, base/root words, origin. 	<p>Teacher/Student Responsibilities</p> <p>T: The word is survive. What word? S: Survive. T: Let's clap/tap "survive" into syllables. T & S: "sur" "vive". T: How many syllables? S: 2 syllables T: Where's the syllable break? S: In between sur·vive. T: When people or animals don't die when things are really bad or dangerous, they survive. T & S: So when people or animals don't <u>die</u> when things are really <u>bad</u> or dangerous, they <u>survive</u>.</p> <p>T: The prefix "sur" means over, above or more. The suffix "vive" means to live.</p>
Building Automaticity DOK 2	<p>Demonstration Phase</p> <ol style="list-style-type: none"> 7. Illustrate with examples/non-examples <ol style="list-style-type: none"> a) Concrete examples (<i>realia</i>) b) Visual representations—video, pictures, diagrams, etc. c) Physical gesture d) Verbal Examples 8. Sentence Frames (ex. If I had to survive cold weather, I would need _____). 9. Check for students' understanding by discerning between examples and non-examples (repeat as necessary) 	<p>T: Look at people on this river. It is very dangerous. However, they don't get hurt or die, they survive.</p> <p>S: If I had to survive in cold weather, I would need to wear a <i>warm coat, snow boots, gloves and a hat</i>.</p> <p>T: (Example) If whooping cranes had no food in the winter and all the food was buried in the snow, would they survive? Ones tell your partner why they wouldn't survive.</p> <p>S1: The cranes wouldn't survive because they need food.</p> <p>T: (Non-example) If there was an ample supply of food for the whooping crane would they survive. Twos tell your partner why they would survive.</p> <p>S2: The crane would survive because it has plenty of food and it needs food to survive.</p>
Application DOK 3	<p>Application Phase</p> <ol style="list-style-type: none"> 10. Deepen students' understanding by applying the word in a new context <ol style="list-style-type: none"> a) Teacher asks a deep processing question b) Students responds via a quick write and/or orally with a partner or in a small group or whole group setting. 	<p>T: If a coyote was chasing a rabbit, what could the rabbit do to survive.</p> <p>S: (<i>Student responses will vary, but should demonstrate their level of understanding via their answer</i>)</p>

Reading Street Implementation Assessment

Systematic Use of Materials

- Teacher Edition is being referred to during instruction
- Concept Board is displayed
 - current
 - visible for student use
 - ELL Poster
- A-Z Sound Spelling Cards (1-3) and Alphabet Cards (K) are displayed
- Student editions are easily accessible for use
 - Students reading student editions and/or other RS ancillary materials
- Lesson/Unit is in line with CSD ELA Curriculum Map
- Digital resources from SuccessNet are used, as appropriate, to reinforce instruction

Instructional Routines

- Instructional objectives are
 - posted
 - referred to throughout the lesson
- Instructional content is primarily focused on the lesson in the Teacher's Edition
- Concept Board is being built upon daily as part of instruction
- Teacher uses instructional routines as organized in Teacher's Manual (with additional enhancements such as the
 - intensified routines
 - vocabulary routine
 - group reading strategies
 - sentence frames
- Teacher frequently elicits responses from students:
 - verbal
 - non-verbal
 - physical
 - chorally
 - partners
 - individually
- Teacher provides timely
 - positive
 - corrective feedback to students and
 - provides looped feedback
- Teacher scaffolds and paces instruction based on student responses
- Transitions are smooth and students are clearly following a previously articulated routine

Skill-Based Small Group Instruction

- Small group instruction is included in the daily schedule
- Small group teaching area is
 - well-organized
 - differentiated materials aligned to identified need based on data (e.g., decodable readers, leveled readers, RtI Kit, PALS, FCRR, etc.)
- Teacher provides students with ample feedback loops and opportunities to practice
- Practice Station routines, procedures, and expectations are evident
- Evidence of differentiated practice station activities to support varying student need
- Practice Stations reinforce, review, and/or extend content

1st Grade

ELA Standards Not Explicitly Represented in the Curriculum Map

There are a few standards that have not been represented as targeted standards in any of the units. Below are those standards and the rationale for not being represented in the maps.

Reading Informational Text Standard 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.

Reading Foundational Skills 4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standard 2.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- *These three standards are an integrated component of the curriculum all year long; thus, it was not necessary to identify these standards as targets.*

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

Reading Informational Text Standard 10: With prompting and support, read informational texts appropriately complex for grade 1.

- *The material taught in the literacy block and the content areas is aimed to helping students achieve Reading Standard 10. It is an on-going target that will be addressed all year long and is the ultimate outcome of instruction.*

Reading Standards for Literature K–5

[RL]

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.*

Kindergartners:	Grade 1 Students:	Grade 2 Students:
KEY IDEAS AND DETAILS <ul style="list-style-type: none">1. With prompting and support, ask and answer questions about key details in a text.2. With prompting and support, retell familiar stories, including key details.3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none">1. Ask and answer questions about key details in a text.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.3. Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none">1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.3. Describe how characters in a story respond to major events and challenges.
CRAFT AND STRUCTURE <ul style="list-style-type: none">4. Ask and answer questions about unknown words in a text.5. Recognize common types of texts (e.g., storybooks, poems).6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none">4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.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.6. Identify who is telling the story at various points in a text.	<ul style="list-style-type: none">4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
INTEGRATION OF KNOWLEDGE AND IDEAS <ul style="list-style-type: none">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).8. (Not applicable to literature)9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none">7. Use illustrations and details in a story to describe its characters, setting, or events.8. (Not applicable to literature)9. Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none">7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.8. (Not applicable to literature)9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY <ul style="list-style-type: none">10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none">10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none">10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K–5

[RI]

Kindergartners:	Grade 1 Students:	Grade 2 Students:
KEY IDEAS AND DETAILS <ol style="list-style-type: none">With prompting and support, ask and answer questions about key details in a text.With prompting and support, identify the main topic and retell key details of a text.With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ol style="list-style-type: none">Ask and answer questions about key details in a text.Identify the main topic and retell key details of a text.Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ol style="list-style-type: none">Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CRAFT AND STRUCTURE <ol style="list-style-type: none">With prompting and support, ask and answer questions about unknown words in a text.Identify the front cover, back cover, and title page of a book.Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ol style="list-style-type: none">Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ol style="list-style-type: none">Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
INTEGRATION OF KNOWLEDGE AND IDEAS <ol style="list-style-type: none">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).With prompting and support, identify the reasons an author gives to support points in a text.With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ol style="list-style-type: none">Use the illustrations and details in a text to describe its key ideas.Identify the reasons an author gives to support points in a text.Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ol style="list-style-type: none">Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.Describe how reasons support specific points the author makes in a text.Compare and contrast the most important points presented by two texts on the same topic.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY <ol style="list-style-type: none">Actively engage in group reading activities with purpose and understanding.	<ol style="list-style-type: none">With prompting and support, read informational texts appropriately complex for grade 1.	<ol style="list-style-type: none">By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills (K–5)

[RF]

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.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 Students:
PRINT CONCEPTS <ul style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	Grade 1 Students: <ul style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
PHONOLOGICAL AWARENESS <ul style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<ul style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

* Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5)

[RF]

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
PHONICS AND WORD RECOGNITION <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Know final -e and common vowel team conventions for representing long vowel sounds.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.e. Decode two-syllable words following basic patterns by breaking the words into syllables.f. Read words with inflectional endings.g. Recognize and read grade-appropriate irregularly spelled words.	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words.
FLUENCY <p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (K–5)

[W]

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.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
TEXT TYPES AND PURPOSES 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., <i>My favorite book is . . .</i>). 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. 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.	 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. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 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.	 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
PRODUCTION AND DISTRIBUTION OF WRITING 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	 4. (Begins in grade 3) 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. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	 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). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)
RANGE OF WRITING 10. (Begins in grade 3)	 10. (Begins in grade 3)	 10. (Begins in grade 3)

26 Speaking and Listening Standards K–5

[SL]

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. *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.*

Kindergartners:	Grade 1 Students:	Grade 2 Students:
<p>COMPREHENSION AND COLLABORATION</p> <ol style="list-style-type: none">Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.<ol style="list-style-type: none">Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).Continue a conversation through multiple exchanges.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.Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ol style="list-style-type: none">Participate in collaborative conversations with diverse partners about <i>grade 1 topics</i> and texts with peers and adults in small and larger groups.<ol style="list-style-type: none">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).Build on others' talk in conversations by responding to the comments of others through multiple exchanges.Ask questions to clear up any confusion about the topics and texts under discussion.Ask and answer questions about key details in a text read aloud or information presented orally or through other media.Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ol style="list-style-type: none">Participate in collaborative conversations with diverse partners about <i>grade 2 topics</i> and texts with peers and adults in small and larger groups.<ol style="list-style-type: none">Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).Build on others' talk in conversations by linking their comments to the remarks of others.Ask for clarification and further explanation as needed about the topics and texts under discussion.Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<p>PRESENTATION OF KNOWLEDGE AND IDEAS</p> <ol style="list-style-type: none">Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.Add drawings or other visual displays to descriptions as desired to provide additional detail.Speak audibly and express thoughts, feelings, and ideas clearly.	<ol style="list-style-type: none">Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)	<ol style="list-style-type: none">Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)

Language Standards K–5

[L]

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 (*). See the table on page 33 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:

CONVENTIONS OF STANDARD ENGLISH

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name.
 - 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.

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

Grade 1 Students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Independently identify and legibly write all upper-and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
 - b. Produce grade-appropriate text using legible writing.
 - c. Use common, proper, and possessive nouns.
 - d. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - e. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - f. 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*).
 - g. Use frequently occurring adjectives.
 - h. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - i. Use determiners (e.g., *articles, demonstratives*).
 - j. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

Grade 2 Students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Fluently, independently, and legibly write all upper-and lowercase letters.
 - b. Produce grade-appropriate text using legible writing.
 - c. Understand that cursive is different from manuscript.
 - d. Use collective nouns (e.g., *group*).
 - e. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - f. Use reflexive pronouns (e.g., myself, ourselves).
 - g. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - h. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - i. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

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

3 Language Standards K–5

[L]

Kindergartners:

Grade 1 Students:

Grade 2 Students:

KNOWLEDGE OF LANGUAGE

3. (Begins in grade 2)

3. (Begins in grade 2)

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

VOCABULARY ACQUISITION AND USE

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
b. 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.

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

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

Language Standards K–5

[L]

Kindergartners:

VOCABULARY ACQUISITION AND USE (CONTINUED)

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

Grade 1 Students:

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. 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).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - d. 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.
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., *because*).

Grade 2 Students:

5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Comprehension and Collaboration**Standard 1**

Anchor Standard 1: 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.

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

1st Grade: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. 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). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

4th Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

5th Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Standard 2

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Kindergarten: 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.

1st Grade: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

2nd Grade: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3rd Grade: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4th Grade: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5th Grade: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Standard 3

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

1st Grade: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

2nd Grade: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

4th Grade: Identify the reasons and evidence a speaker provides to support particular points.

5th Grade: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas
Standard 4

Anchor Standard 4: 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.

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

1st Grade: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2nd Grade: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

3rd Grade: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

4th Grade: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5th Grade: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Standard 5

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Kindergarten: Add drawings or other visual displays to descriptions as desired to provide additional detail.
1 st Grade: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2 nd Grade: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
3 rd Grade: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4 th Grade: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
5 th Grade: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Standard 6

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Kindergarten: Speak audibly and express thoughts, feelings, and ideas clearly.
1 st Grade: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)
2 nd Grade: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3.)
3 rd Grade: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 3 Language standards 1 and 3.)
4 th Grade: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1.)
5 th Grade: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3.)

Key Ideas and Details
Standard 1

Anchor Standard 1: *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 text.*

Kindergarten: With prompting and support, ask and answer questions about key details in text.
1 st Grade: Ask and answer about key details in text.
2 nd Grade: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text
3 rd Grade: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4 th Grade: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5 th Grade: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 2

Anchor Standard 2: *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

Kindergarten: With prompting and support, retell familiar stories, including key details.
1 st Grade: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2 nd Grade: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3 rd Grade: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
4 th Grade: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5 th Grade: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Standard 3

Anchor Standard 3: *Analyze how and why individuals, events, or ideas develop and interact over the course of a text.*

Kindergarten: With prompting and support, identify characters, settings, and major events in a story.
1 st Grade: Describe characters, settings, and major events in a story, using key details.
2 nd Grade: Describe how characters in a story respond to major events and challenges.
3 rd Grade: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4 th Grade: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5 th Grade: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure**Standard 4**

Anchor Standard 4: Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Kindergarten: Ask and answer questions about unknown words in text.
1 st Grade: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2 nd Grade: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
3 rd Grade: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4 th Grade: Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g., Herculean).
5 th Grade: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.

Standard 5

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

Kindergarten: Recognize common types of texts (e.g., storybooks, poems).
1 st Grade: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
2 nd Grade: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
3 rd Grade: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
4 th Grade: Explain major differences between poems, drama, prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
5 th Grade: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Standard 6

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Kindergarten: With prompting and support, name the author and illustrator of a story and define the role of each in tell the story.
1 st Grade: Identify who is telling the story at various points in a text.
2 nd Grade: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3 rd Grade: Distinguish their own point of view from that of the narrator or those of the characters.
4 th Grade: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
5 th Grade: Describe how a narrator's or speaker's point of view influences how event are described.

Integration of Knowledge and Ideas

Standard 7

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Kindergarten: 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).
1 st Grade: Use illustrations and details in a story to describe its characters, setting, or events.
2 nd Grade: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.
3 rd Grade: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
4 th Grade: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
5 th Grade: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Standard 8

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence.

Kindergarten: Not applicable.
1 st Grade: Not applicable.
2 nd Grade: Not applicable.
3 rd Grade: Not applicable.
4 th Grade: Not applicable.
5 th Grade: Not applicable.

Standard 9

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Kindergarten: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
1 st Grade: Compare and contrast the adventures and experiences of characters in stories.
2 nd Grade: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
3 rd Grade: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
4 th Grade: Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
5 th Grade: Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

**Range of Reading and Level of Text Complexity
Standard 10**

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Kindergarten: Actively engage in group reading activities with purpose and understanding.

1st Grade: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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

3rd Grade: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 complexity band proficiently and independently.

4th Grade: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5th Grade: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Key Ideas and Details**Standard 1**

Anchor Standard 1: 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 text.

Kindergarten: With prompting and support, ask and answer questions about key details in a text.
1 st Grade: Ask and answer questions about key details in a text.
2 nd Grade: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
3 rd Grade: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4 th Grade: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5 th Grade: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 2

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Kindergarten: With prompting and support, identify the main topic and retell key details of a text.
1 st Grade: Identify the main topic and retell key details of a text.
2 nd Grade: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3 rd Grade: Determine the main idea of a text; recount the key details and explain how they support the main idea.
4 th Grade: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5 th Grade: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Standard 3

Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Kindergarten: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
1 st Grade: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2 nd Grade: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3 rd Grade: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4 th Grade: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
5 th Grade: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure
Standard 4

Anchor Standard 4: 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.

Kindergarten: With prompting and support, ask and answer questions about unknown words in a text.
1 st Grade: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2 nd Grade: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3 rd Grade: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4 th Grade: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5 th Grade: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Standard 5

Anchor Standard 5: 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.

Kindergarten: Identify the front cover, back cover, and title page of a book.
1 st Grade: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
2 nd Grade: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3 rd Grade: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4 th Grade: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
5 th Grade: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Standard 6

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Kindergarten: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1 st Grade: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
2 nd Grade: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3 rd Grade: Distinguish their own point of view from that of the author of a text.
4 th Grade: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
5 th Grade: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas
Standard 7

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

Kindergarten: 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).
1 st Grade: Use the illustrations and details in a text to describe its key ideas.
2 nd Grade: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
3 rd Grade: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4 th Grade: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
5 th Grade: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Standard 8

Anchor Standard 8: 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.

Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text.
1 st Grade: Identify the reasons an author gives to support points in a text.
2 nd Grade: Describe how reasons support specific points the author makes in a text.
3 rd Grade: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
4 th Grade: Explain how an author uses reasons and evidence to support particular points in a text.
5 th Grade: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Standard 9

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Kindergarten: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1 st Grade: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2 nd Grade: Compare and contrast the most important points presented by two texts on the same topic.
3 rd Grade: Compare and contrast the most important points and key details presented in two texts on the same topic.
4 th Grade: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
5 th Grade: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Complexity
Standard 10**

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Kindergarten: Actively engage in group reading activities with purpose and understanding.

1st Grade: With prompting and support, read informational texts appropriately complex for grade.

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

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

4th Grade: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5th Grade: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Text Types and Purposes

Standard 1

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Kindergarten: 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....).

1st Grade: 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.

2nd Grade: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

3rd Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.

4th Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.

5th Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.

Standard 2

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Kindergarten: 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.

1st Grade: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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

3rd Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.

4th Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

5th Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, concrete details, quotations, or other information and examples related to the topic. Link ideas

within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

Standard 3

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Kindergarten: 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.

1st Grade: 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.

2nd Grade: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

3rd Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.

4th Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

5th Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Standard 4

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Kindergarten: N/A

1st Grade: N/A

2nd Grade: N/A

3rd Grade: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4th Grade: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5th Grade: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Standard 5

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

1st Grade: 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.

2nd Grade: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

3rd Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

4th Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

5th Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

Standard 6

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

1st Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

2nd Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

3rd Grade: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

4th Grade: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

5th Grade: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

Standard 7

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

1st Grade: 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).

2nd Grade: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

3rd Grade: Conduct short research projects that build knowledge about a topic.

4th Grade: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

5th Grade: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Standard 8

Anchor Standard 8: *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

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

1st Grade: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

2nd Grade: Recall information from experiences or gather information from provided sources to answer a question.

3rd Grade: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

4th Grade: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

5th Grade: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Standard 9

Anchor Standard 9: *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Kindergarten: N/A

1st Grade: N/A

2nd Grade: N/A

3rd Grade: N/A

4th Grade: *Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”) Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).*

5th Grade: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**Range of Writing
Standard 10**

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

Kindergarten: N/A

1st Grade: N/A

2nd Grade: N/A

3rd Grade: *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences*

4th Grade: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

5th Grade: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Conventions of Standard English

Standard 1

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Kindergarten:

- a. With guidance and support, identify and write many upper-and lowercase letters, including those in the student's name.
- 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.

1st Grade:

- a. Independently identify and legibly write all upper- and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
- b. Produce grade-appropriate text using legible writing.
- c. Use common, proper, and possessive nouns.
- d. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- f. 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).
- g. Use frequently occurring adjectives.
- h. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- i. Use determiners (e.g., articles, demonstratives).
- j. Use frequently occurring prepositions (e.g., during, beyond, toward).
- k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2nd Grade:

- a. Fluently, independently, and legibly write all upper- and lowercase letters.
- b. Produce grade-appropriate text using legible writing.
- c. Understand that cursive is different from manuscript.
- d. Use collective nouns (e.g., group).
- e. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- f. Use reflexive pronouns (e.g., myself, ourselves).
- g. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- h. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- i. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

3rd Grade:

- a. Independently and legibly write all upper-and lower-case cursive letters.
- b. Produce grade-appropriate text using legible cursive writing.
- c. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- d. Form and use regular and irregular plural nouns.
- e. Use abstract nouns (e.g., *childhood*).
- f. Form and use regular and irregular verbs.
- g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- h. Ensure subject-verb and pronoun-antecedent agreement.
- i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- j. Use coordinating and subordinating conjunctions.
- k. Produce simple, compound and complex sentences.

4th Grade:

- a. Fluently, independently, and legibly write all upper and lower case cursive letters.
- b. Produce grade-appropriate text using legible cursive.
- c. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- d. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- e. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- f. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- g. Form and use prepositional phrases.
- h. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- i. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

5th Grade:

- a. Maintain legible and fluent cursive writing.
- b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- c. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- d. Use verb tense to convey various times, sequences, states, and conditions.
- e. Recognize and correct inappropriate shifts in verb tense.
- f. Use correlative conjunctions (e.g., either/or, neither/nor).

Conventions of Standard English
Standard 2

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Kindergarten:

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

1st Grade:

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spellings for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

2nd Grade:

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives
- d. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

3rd Grade

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

4th Grade:

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

5th Grade:

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language Standard 3

Anchor Standard 3: *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.*

Kindergarten: (Begins in grade 2)
1 st Grade: (Begins in grade 2)
2 nd Grade: a. Compare formal and informal uses of English.
3 rd Grade: a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
4 th Grade: a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
5 th Grade: a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use Standard 4

Anchor Standard 4: *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.*

Kindergarten: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. 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.
1 st Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

2nd Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 2** reading and content, choosing flexibly from an array of strategies.

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

3rd Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 3** reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/ uncomfortable, care/ careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

4th Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 4** reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., **definitions, examples, or restatements in text**) as a clue to the meaning of a word or phrase.
- b. Use **common, grade-appropriate Greek and Latin affixes and roots** as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- c. **Consult reference materials** (e.g., **dictionaries, glossaries, thesauruses**), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5th Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 5** reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., **cause/ effect relationships and comparisons in text**) as a clue to the meaning of a word or phrase.
- b. Use **common, grade-appropriate Greek and Latin affixes and roots** as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- c. **Consult reference materials** (e.g., **dictionaries, glossaries, thesauruses**), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Vocabulary Acquisition and Use
Standard 5

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Kindergarten:

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

1st Grade:

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. 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).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. 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.

2nd Grade:

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

3rd Grade:

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

4th Grade:

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

5th Grade:

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Vocabulary Acquisition and Use
Standard 6**

Anchor Standard 6: *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.*

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

1st Grade: 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., because).

2nd Grade: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

3rd Grade: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

4th Grade: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5th Grade: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Print Concepts
Standard 1**

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

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

2nd Grade: (Not applicable)

3rd Grade: (Not applicable)

4th Grade: (Not applicable)

5th Grade: (Not applicable)

**Phonological Awareness
Standard 2**

Kindergarten: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three phoneme CVC words. (This does not include CVCs ending in /l/, /r/ or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1st Grade: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single - syllable words into their complete sequence of individual sounds (phonemes).

2nd Grade: (Not applicable)

3rd Grade: (Not applicable)

4th Grade: (Not applicable)

5th Grade: (Not applicable)

**Phonics and Words Recognition
Standard 3**

Kindergarten: Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of on-to-one letter sound correspondences by producing the primary or many of the most frequent sound of 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, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

1st Grade: Know and apply grade-level phonics and word analysis skills in decoding words. 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.

2nd Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.

3rd Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.

4th Grade: Know and apply grade-level phonics and word analysis skills in decoding words. **Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**

5th Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency Standard 4

Kindergarten: **Read emergent reader texts with purpose and understanding.**

1st Grade: 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.

2nd Grade: 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.

3rd Grade: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

5th Grade: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SALTA Materials

English Language Arts

CORE

All SALTA students are taught the Utah **CORE** standards. Core standards are evidence-based, aligned with expectations for success in college and the workplace, and will allow students to compete internationally. The new standards stress rigor, depth, clarity, coherence, and 21st century skills, to prepare students for college and careers.

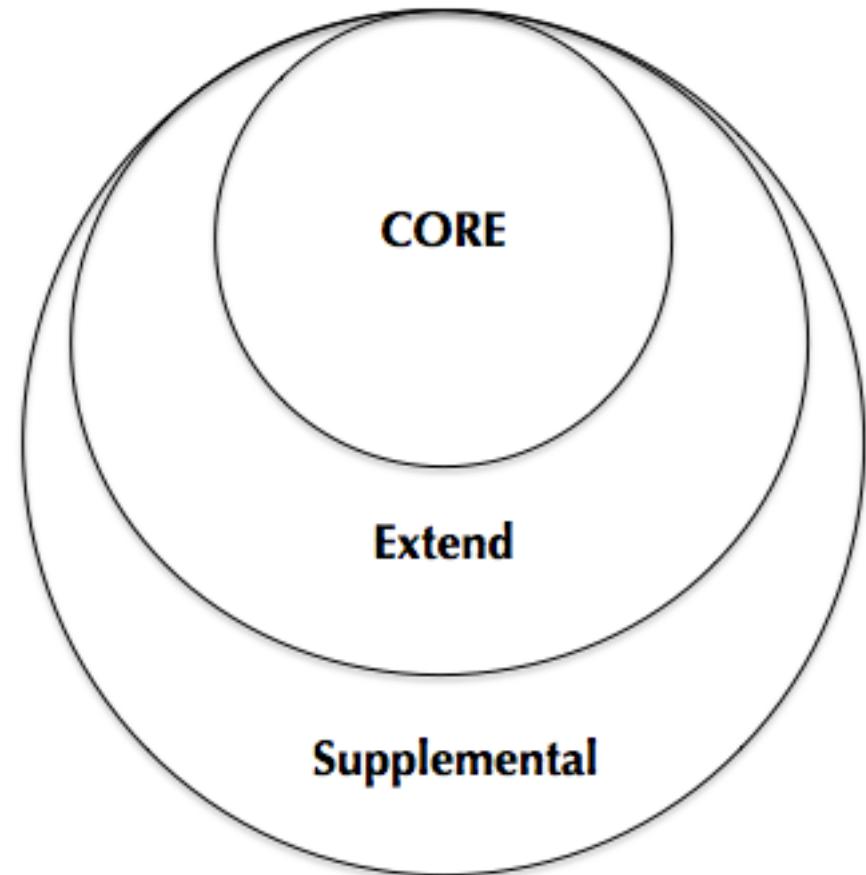
EXTEND

Extension of core standards provides students with activities that are added to **CORE** to enlarge or deepen understanding. Examples of **EXTEND** include:

- Reading Street w/Research & Inquiry Skills (R&I Skills)
- Project-Based Learning (PBL)
- Extended Learning Opportunities (ExLO)

SUPPLEMENTAL

Supplemental resources are materials and activities in addition to ones found in **EXTEND** and **CORE**. Junior Great Books are the supplemental materials for SALTA English Language Arts.



SALTA CSD First Grade Literacy Block FALL

Literacy Component	Range of Time	Class Configuration	Focus of Instruction	
Get Ready to Read	35-65 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> Concept Development Oral Vocabulary Phonemic Awareness Phonics Spelling/Word Study/Handwriting 	
Read and Comprehend	15-40 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> High Frequency Words/Story Words/Vocabulary Comprehension 	
Language Arts	30-45 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> Conventions Writing 	
Skill-Based Instruction Additional skill-based instruction in small group setting with teacher in Higher Order Thinking and Questioning . Other students engage in Practice Stations and/or independent activities for research, inquiry, and writing that review, reinforce, or extend.	45-60 minutes 10-15 minutes per group	<i>Teach and Model Practice Stations</i>		
		Small Groups	Focus of Instruction	Instructional Materials
		Group 1 Benchmark Rate on DORF & Alphabetic Principle and Basic Phonics WWR	Comprehension <ul style="list-style-type: none"> Monitoring for meaning Identifying, summarizing, and extending main ideas Self-monitoring and fix-up strategies and awareness of reading for understanding Teaching important words directly and word-learning strategies Extended reading and writing opportunities tied to core subjects Inquiry based questioning based on Hess' Cognitive Rigor Matrix (Revised Bloom and DOK) 	<ul style="list-style-type: none"> Literary and Informational Text Reading Street Small Group: Advanced Level lessons Word Study (vocabulary, derivations, etc.) Reading Street: RtI Kit Comprehension and/or Vocabulary Reading Street: Research and Inquiry Lessons Junior Great Books Extended Learning Activities Research and Inquiry Writing Project-based Learning
		Group 2 Below Benchmark Rate on DORF & Benchmark Rate on Alphabetic Principle and Basic Phonics WWR	Fluency <ul style="list-style-type: none"> Building automaticity, but do not ignore making meaning Repeated readings Word or phrase level automaticity in addition to passages, if necessary Grouping words to make meaning, pacing punctuation Read for main idea, summarizing, and/or text elements 	<ul style="list-style-type: none"> Reading Street: Decodable Readers Reading Street: Fluency passages Reading Street: Fresh Reads Reading Street Small Group: On-Level lessons (OL) Sight Words/Fry Phrases Speed Drills Reading Street: RtI Kit Fluency
		Group 3 Benchmark Rate on DORF & Below Benchmark Rate on Alphabetic Principle and Basic Phonics WWR	Digging Deeper into Needs <ul style="list-style-type: none"> Explicit modeling of accurate reading Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately. Challenge student to read a portion of the text with 2 or fewer errors Teach student to adjust rate of reading to type of text and purpose for reading 	<ul style="list-style-type: none"> Reading Street: Decodable Readers Reading Street: Phonics and Word Analysis Reading Street Small Group: Strategic Intervention lessons (SI) Reading Street: Fresh Reads
		Group 4 Below Benchmark Rate on DORF & Below Benchmark Rate on Alphabetic Principle and Basic Phonics WWR	Phonics and/or Phonological Awareness <ul style="list-style-type: none"> Missing phonemic awareness skills Missing decoding skills Missing sight words skills Missing multi-syllabic decoding skills Applying skills to connected text at instructional level Building fluency at independent level Substantial practice applying phonics to new text and writing 	<ul style="list-style-type: none"> Reading Street Decodable Readers Reading Street Phonics and Word Analysis Reading Street Small Group: Strategic Intervention lessons (SI) Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities Reading Street: RtI Kit Phonemic Awareness and/or Phonics and Decoding Sight Words/Fry Phrases Speed Drills

Content Integration	20-30 minutes	Whole Group/ Small Group	<ul style="list-style-type: none">• Use the ELA standards to set the foundation or build background for science and social studies content standards—see content integration map
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SALTA CSD First Grade Literacy Block Winter/ Spring

Literacy Component	Range of Time	Class Configuration	Focus of Instruction								
Get Ready to Read	35-65 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> Concept Development Oral Vocabulary Phonemic Awareness Phonics Spelling/Word Study/Handwriting 								
Read and Comprehend	15-40 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> High Frequency Words/Story Words/Vocabulary Comprehension 								
Language Arts	30-45 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> Conventions Writing 								
Skill-Based Instruction Additional skill-based instruction in small group setting with teacher in Higher Order Thinking and Questioning. Other students engage in Practice Stations and/or independent activities for research, inquiry, and writing that review, reinforce, or extend.	45-60 minutes 10-15 minutes per group	<i>Teach and Model Practice Stations</i>									
		Small Groups	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Focus of Instruction</th> <th style="text-align: right;">Instructional Materials</th> </tr> </thead> <tbody> <tr> <td>Comprehension <ul style="list-style-type: none"> Monitoring for meaning Identifying, summarizing, and extending main ideas Self-monitoring and fix-up strategies and awareness of reading for understanding Teaching important words directly and word-learning strategies Extended reading and writing opportunities tied to core subjects Inquiry based questioning based on Hess' Cognitive Rigor Matrix (Revised Bloom and DOK) </td> <td style="text-align: right;"> <ul style="list-style-type: none"> Literary and Informational Text Reading Street Small Group: Advanced Level lessons Word Study (vocabulary, derivations, etc.) Reading Street: RtI Kit Comprehension and/or Vocabulary Reading Street: Research and Inquiry Lessons Junior Great Books Extended Learning Activities Research and Inquiry Writing Project-based Learning </td></tr> <tr> <td>Fluency <ul style="list-style-type: none"> Building automaticity, but do not ignore making meaning Repeated readings Word or phrase level automaticity in addition to passages, if necessary Grouping words to make meaning, pacing punctuation Read for main idea, summarizing, and/or text elements </td> <td style="text-align: right;"> <ul style="list-style-type: none"> Reading Street: Decodable Readers Reading Street: Fluency passages Reading Street: Fresh Reads Reading Street Small Group: On-Level lessons (OL) Sight Words/Fry Phrases Speed Drills Reading Street: RtI Kit Fluency </td></tr> <tr> <td>Digging Deeper into Needs <ul style="list-style-type: none"> Explicit modeling of accurate reading Self-monitoring—table tap when student makes an error. 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Content Integration	20-30 minutes	Whole Group/ Small Group	<ul style="list-style-type: none">• Use the ELA standards to set the foundation or build background for science and social studies content standards—see content integration map
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SALTA Grade 1: Five-Day Plan for *Reading Street*

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
Get Ready to Read Content Knowledge 35-65 minutes	Content Knowledge <ul style="list-style-type: none"> Street Rhymes! Concept Talk Question of the Week Build Oral Language Concept Map Content Knowledge <ul style="list-style-type: none"> Expand the Concept Question of the Week Build Oral Language Big Book Content Knowledge <ul style="list-style-type: none"> Expand the Concept Question of the Week Build Oral Language Big Book Write about and respond to the Question of the Week 	Content Knowledge <ul style="list-style-type: none"> Expand the Concept Question of the Week Build Oral Language Big Book Content Knowledge <ul style="list-style-type: none"> Expand the Concept Question of the Week Build Oral Language Big Book Read Aloud 	Content Knowledge <ul style="list-style-type: none"> Review Concept Read Aloud Build Oral Language Build Oral Vocabulary Review Amazing Words & Concept Map 		
Content Knowledge 10 min.	Build Oral Vocabulary <ul style="list-style-type: none"> Sing with Me Big Book Amazing Words Vocabulary Routine 	Build Oral Vocabulary <ul style="list-style-type: none"> Amazing Words Vocab Routine Add to Concept Map 	Build Oral Vocabulary <ul style="list-style-type: none"> Amazing Words Vocab Routine Add to Concept Map 	Build Oral Vocabulary <ul style="list-style-type: none"> Amazing Words Vocab Routine Add to Concept Map 	Phonemic Awareness Review Phonics Review
Content Knowledge 5 min.	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Spelling/Word Study <ul style="list-style-type: none"> Spelling Post-Test of 10-12 words
Content Knowledge 10 min.	Phonics <ul style="list-style-type: none"> Teach/Model Guide Practice Apply 	Phonics <ul style="list-style-type: none"> Teach/Model Guide Practice Apply 	Phonics <ul style="list-style-type: none"> Phonics- Build Words 	Phonics Review	
Content Knowledge 10 min.	Decodable Reader <ul style="list-style-type: none"> Reread for Fluency 	Decodable Reader <ul style="list-style-type: none"> Reread for Fluency 		Decodable Reader <ul style="list-style-type: none"> Reread for Fluency 	15 min.
Content Knowledge 15-20 min.	Spelling/Word Study <ul style="list-style-type: none"> Pretest 5-7 words Spelling Patterns with Routine Card #7 from Rtl Kit Handwriting— 	Phonics Review <ul style="list-style-type: none"> Review Sound-Spellings Decode words in isolation Decode words in context 	Fluent Word Reading Blend and Read	Fluent Word Reading <ul style="list-style-type: none"> Spiral Review Read words in Isolation Read Words in Context 	

SALTA Grade 1: Five-Day Plan for Reading Street

		<p><i>Model, Practice, and Monitor within Word Study</i></p>	Spelling/Word Study <ul style="list-style-type: none"> • Pretest 5-7 words • Spelling Patterns with Routine Card #7 from RtI Kit <p>Handwriting—<i>Model, Practice, and Monitor within Word Study</i></p>	Spelling/Word Study <ul style="list-style-type: none"> • Pretest 5-7 words • Spelling Patterns with Routine Card #7 from RtI Kit <p>Handwriting—<i>Model, Practice, and Monitor within Word Study</i></p>	Spelling/Word Study <p>Teacher-Created Word Sort Handwriting—<i>Model, Practice, and Monitor within Word Study</i></p>
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Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
20-40 minutes Read and Comprehend Text-Based Comprehension	<p>High Frequency Words</p> <ul style="list-style-type: none"> • Routine • I Can Read 	<p>High Frequency Words I Can Read</p> <p>Selection Vocabulary</p>	<p>High Frequency & Selection Words</p> <ul style="list-style-type: none"> • Read Words in Isolation • Read Words in Context 	<p>Science in Reading or Social Studies in reading or 21st Century Skills</p> <p>Read (paired selection)</p> <ul style="list-style-type: none"> • Access Text • Reading and Writing Across Texts (<i>Writing to Sources</i>) <p>Fluency</p>	<p>Text-Based Comprehension Review</p> <p>Vocabulary Review</p>
	<p>Text-Based Comprehension</p> <ul style="list-style-type: none"> • Teacher Read Aloud • Model A Close Read • Teach Target Skill • Guide Practice • Apply 	<p>Text-Based Comprehension</p> <ul style="list-style-type: none"> • Introduce Main Selection • Access the Main Selection • Close Read the Main Selection • Check Understanding 	<p>Text-Based Comprehension</p> <ul style="list-style-type: none"> • Read Main Selection • Read for Understanding <p>Think Critically</p> <ul style="list-style-type: none"> • Choose 1-3 questions to discuss and write <p>Retell</p>	<p>5 min.</p>	<p>Assessment Menu:</p> <ul style="list-style-type: none"> • Weekly Test • Writing to Sources • Four Square • Teacher created tests • Unit tests

SALTA Grade 1: Five-Day Plan for *Reading Street*

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
15-45 minutes Language Arts	Conventions/Grammar <ul style="list-style-type: none"> • Conventions lesson Research and Inquiry <ul style="list-style-type: none"> • Identify and Focus 	Conventions/ Grammar <ul style="list-style-type: none"> • Conventions lesson • Grammar Jammer Research and Inquiry <ul style="list-style-type: none"> • Research Skill 	Conventions/Grammar embedded into Authentic Writing Instruction		
	Writing <ul style="list-style-type: none"> • Focus on writing to learn embedded in instruction • Begin product writing on Day 3 	Writing <ul style="list-style-type: none"> • Focus on writing to learn embedded in instruction • Begin product writing on Day 3 	Writing <ul style="list-style-type: none"> • Writing to Sources Lesson • Include Four-Square Writing Strategy Embedded Conventions Lesson	Writing <ul style="list-style-type: none"> • Gather and Record Listening and Speaking	Research and Inquiry <ul style="list-style-type: none"> • Gather and Record Listening and Speaking

SALTA Grade 1: Five-Day Plan for Reading Street

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
Skill-Based Practice Stations Small Group 45-60 minutes <i>Suggestions for what the other students are doing</i>	<p>Practice Stations</p> <ul style="list-style-type: none"> • Social Studies and/or Science Connections • Extended Learning Opportunities • Practice Station Flipcharts • Writing Assignments • Project-Based Learning Projects • Research and Inquiry Activities • Keyboarding Practice • Targeted Reading with Aligned Purposes and Tasks • Imagine Learning (for ELL level 1 or 2 (60-75 minutes per week) • Reflex Math • Technology Supports—Apps, Websites, etc. • Lexia or Reading Plus or MyON (60 minutes per week) 				
Practice Station Ideas that Correlate to the Day's Instruction					
	<ul style="list-style-type: none"> • Handwriting Practice • Daily Fix It • Reread for Fluency—Decodable Reader 	<ul style="list-style-type: none"> • RWN Vocabulary • High Frequency Words "I Can Read!" SE 	<ul style="list-style-type: none"> • Reread for Fluency—Main Selection 	<ul style="list-style-type: none"> • Teacher-Created Word Sorts • Handwriting Practice Sheet • Reread for Fluency Decodable Reader 	<ul style="list-style-type: none"> • Fluency Check with a Buddy using Fresh Reads/Assessment Handbook Fluency Passages

Literacy Block Component	Description	Resources
Content Integration See Content Integration Map Small Group Whole Group 20-30 minutes	<p>Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards.</p> <p>The Utah Core states: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."</p> <p>Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.</p>	<p>Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> • Content Leveled Readers (SE) • eReaders (digital) <p>Research and Inquiry</p> <ul style="list-style-type: none"> • Identify and Focus Topic <p>Science/Social Studies</p> <ul style="list-style-type: none"> • Set the stage for Lab or Learning Task

Grade 1: Five-Day Plan Review Weeks 2016-17

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
35-40 minutes Content Knowledge Get Ready to Read	Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 1 Build Oral Vocabulary Review Amazing Words from Week 1 Using Sing With Me Big Book Phonics Review Phonics Skills from Week 1 Spelling/Word Study Review Week 1 Spelling Words	Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 2 Build Oral Vocabulary Review Amazing Words from Week 2 Using Sing With Me Big Book Phonics Review Phonics Skills from Week 2 Spelling/Word Study Review Week 2 Spelling Words	Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 3 Build Oral Vocabulary Review Amazing Words from Week 3 Using Sing With Me Big Book Phonics Review Phonics Skills from Week 3 Spelling/Word Study Review Week 3 Spelling Words	Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 4 Build Oral Vocabulary Review Amazing Words from Week 4 Using Sing With Me Big Book Phonics Review Phonics Skills from Week 4 Spelling/Word Study Review Week 4 Spelling Words	Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 5/6 Build Oral Vocabulary Review Amazing Words from Week 5/6 Using Sing With Me Big Book Phonics Review Phonics Skills from Week 5/6 Spelling/Word Study Review Week 5/6 Spelling Words
	5-10 min.				
	10 min.				
	10 min.				

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
30-45 minutes Text Based Comprehension Read and Comprehend	High Frequency Words Review Week 1 HF Words Text Based Comprehension Review Targeted Comprehension Skills & Strategies using a text/excerpt of your choosing Fluency Practice Use decodable, past main selection or fresh reads passage	High Frequency Words Review Week 2 HF Words Text Based Comprehension Review Targeted Comprehension Skills & Strategies using a text/excerpt of your choosing Fluency Practice Use decodable, past main selection or fresh reads passage	High Frequency Words Review Week 3 HF Words Assessment Menu	High Frequency Words Review Week 4 HF Words Assessment Menu	High Frequency Words Review Week 5/6 HF Words Assessment Menu
	10 min.	10 min.	10 min.	10 min.	10 min.
	20-25 minutes	20-25 minutes	20 minutes	20 minutes	20 minutes

Grade 1: Five-Day Plan Review Weeks 2016-17

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
30-45 minutes Language Arts	Conventions/Grammar <ul style="list-style-type: none"> • Review Writing <ul style="list-style-type: none"> • Writing to Sources Lesson • Embedded Conventions Lesson • Include Four-Square Writing Strategy 	Conventions/ Grammar <ul style="list-style-type: none"> • Review Writing <ul style="list-style-type: none"> • Writing to Sources Lesson • Embedded Conventions Lesson • Include Four-Square Writing Strategy 	Conventions/Grammar embedded into Authentic Writing Instruction Writing <ul style="list-style-type: none"> • Writing to Sources Lesson • Embedded Conventions Lesson • Include Four-Square Writing Strategy 	Writing <ul style="list-style-type: none"> • Writing to Sources Lesson • Embedded Conventions Lesson • Include Four-Square Writing Strategy 	Writing <ul style="list-style-type: none"> • Writing Prompt from CFA Unit Test

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5	
Skill-Based Practice Stations Small Group 45-60 minutes <i>Suggestions for what the other students are doing</i>	<p>Practice Stations</p> <ul style="list-style-type: none"> • Social Studies and/or Science Connections • Practice Station Flipcharts • Writing Assignments • Project-Based Learning Projects • Research and Inquiry Activities • Keyboarding Practice • Targeted Reading with Aligned Purposes and Tasks • Reflex Math • Technology Supports—Apps, Websites, etc. • Lexia or Reading Plus or MyON (60 minutes per week) 	<p align="center">Practice Station Ideas that Correlate to the Day's Instruction</p>				
	<ul style="list-style-type: none"> • Handwriting Practice • Reread for Fluency—Decodable Reader 	<ul style="list-style-type: none"> • RWN Page • High Frequency Words "I Can Read!" SE 	<ul style="list-style-type: none"> • Reread for Fluency—Prior Main Selection 	<ul style="list-style-type: none"> • Teacher-Created Word Sorts • Handwriting Practice Sheet • Reread for Fluency Decodable Reader 	<ul style="list-style-type: none"> • Fluency Check with a Buddy using Fresh Reads/Assessment Handbook Fluency Passages 	

Grade 1: Five-Day Plan Review Weeks 2016-17

Literacy Block Component	Description	Resources
Content Integration Small Group Whole Group 20-30 minutes	<p>Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards.</p> <p>The Utah Core states: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."</p> <p>Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.</p>	<p>Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> • Content Leveled Readers (SE) • eReaders (digital) <p>Research and Inquiry</p> <ul style="list-style-type: none"> • Identify and Focus Topic <p>Science/Social Studies</p> <ul style="list-style-type: none"> • Set the stage for Lab or Learning Task

Intensified Routines

Purpose:

The following routines increase instructional intensity in key academic skills: background knowledge, vocabulary, fluency, and comprehension. In addition to the key areas identified in the Intensified Plan, scaffolding considerations should be made throughout the general 5-Day Plan to provide students with more robust core instruction that support **all** learners. These routines can also be used as scaffolds to increase intensity for students with low language or language acquisition. The routines on the following pages should be used to supplement both the Intensified Plan and the general 5-Day Plan.

Areas of Academic Skills

Concept Talk Intensified Routine: *Think, Discuss, Write, Read, & Share*

The following routine is an enhancement to the instruction provided in Reading Street related to concept talk, which includes the ELL poster, the concept talk video and the concept map. Example Reading Street pre-made sentence frames can be found at:

http://www.californiareading.com/languagecentralk6/sentence_frames.html Although these sentence frames are for the Reading Street 2009 edition, many of them will still apply.

Think, Discuss, Write, Read, Share

	Instructional Plan	Resources
Think	Present the big idea and question of the week and introduce the new concept. Then, ask students to brainstorm and/or complete a quick sketch or write of their ideas related to the question posed.	ELL Poster Concept Board Concept Talk Video
Discuss	Have students partner share their ideas using an intentional structure.	Partner Routines
Write	Next, have students complete a teacher provided sentence frame related to the question with a written response, include a word bank as needed.	Teacher prepared sentence frame (and word bank)
Read	Ask students to read sentence to their partner.	Partner Routine
Share	Cold call or nominate a few students to share their ideas and encourages use of the academic language scripts .	Targeted Academic Language Script

Academic Vocabulary

Academic vocabulary is composed of words and phrases found in all academic texts, such as *analysis, attribute, contrast, discussion, however, and in particular*, and is the cornerstone of academic discussions leading to higher levels of language. Academic vocabulary should be used with speaking, listening, reading and writing of text. Academic vocabulary should be the regular language of the classroom; used by both teachers and students. More information regarding academic vocabulary may be found in the introductory pages of the curriculum map.

Vocabulary

Following the 5-day intensified plan explicitly teach 3-4 of the weekly lesson tested vocabulary words using the [lesson vocabulary template](#) included in this map. The template explicitly provides students with opportunities to hear, speak, see, sketch, and use the words in context. This gives struggling students the multiple exposures they may require to master the new vocabulary.

Tested Vocabulary Review

The intensified plan includes a short vocabulary review on Day 5. For this review, use the questions or sentences from the weeks tested vocabulary instruction as a short, cumulative review of the words to provide additional exposure. Students can refer to the concept board for the vocabulary words.

ELL Poster

Use the ELL poster to build lesson-tested vocabulary and provide opportunities to access academic language with language learners.

	Instructional Plan	Scaffolding Opportunities
Day 1 <i>Done with Concept Talk</i>	Poster Talk Through —use the lesson vocabulary and use the talk through script to demonstrate and show the pictorial representations of the lesson vocabulary.	Check prior knowledge by asking questions directed to language and differentiated levels. Develop concepts and oral vocabulary by rereading Poster Talk Through
Day 2	Teach Lesson Vocabulary — intentionally teach lesson vocabulary. Have students orally practice saying and using the lesson words.	<ul style="list-style-type: none">• Sentence Frames• Precision Partnering• Sketching of concept with oral language• Word Banks• Picture Banks
Day 3 <i>ELL poster day 4</i>	Produce Oral Language — intentional and deliberate oral practice of lesson vocabulary. Reinforce correct usage of the lesson vocabulary words.	<ul style="list-style-type: none">• Sentence Frames• Precision Partnering• Sketching of concept with oral language• Word Banks• Picture Banks

Build Background

	Instructional Plan	Teacher Talk Example
Step 1	Introduce the story and the main topic.	“Today, we are going to read a story about a man who collects rocks.”
Step 2	Use audiovisual supports e.g., short video obtained from the web, realia, podcast, or song.(5 minutes or less)	“Let’s first watch a video about rock collecting to learn more about the process.”
Step 3	Have students answer the questions outlined in the Teacher’s Edition (under Build Background) using response frames related to the question prompts.	Teacher provides a related response frame such as: An example of a special talent is _____. Teacher asks: What is an example of a special talent?”
Step 4	Have students listen to the Background Building Audio CD selection and provide them with a purpose for listening.	“As you listen, be sure to listen for how the rock collector selects and organizes his rocks.” Follow up with a short discussion related to the purpose.

Prereading Strategies

Use the instruction in your teacher’s manual to introduce the genre, set the purpose, make predictions, and align to the week’s comprehension strategy or skill. Additionally, include the strategy response log as a before and during reading tool to help students monitor their comprehension. Before reading, provide students with a summary overview of the text. This will support them in comprehending the selection at higher levels.

Decodable Reader Intensified Routine

In preparation for reading the decodable reader, the teacher previews the text by summarizing the main events or information in the text prior to students reading the text.

After reading the decodable the 1st time aloud as a class, provide students with additional opportunities to reread the text to increase student automaticity. This can be done during practice stations, ELD time or small group work with partners matched precisely using the Tell, Ask, Start Again Routine.

Tell, Ask, Start Again Routine

1. Tell: "That word is _____"
2. Ask: "What word?"
3. Start Again: "Start the sentence again."

Upon finishing 2nd/3rd read, have partners retell the story to each other. Below are possible questions for expository and narrative texts.

Expository	Narrative
<ul style="list-style-type: none">• What was the story mostly about?• What is one thing I learned?• What else did I learn?	<ul style="list-style-type: none">• Who are the characters?• Where did the story happen?• What happened first?• What happened next?• What happened last?

Read Aloud routine		
Teacher Roles	Students' Role	Examples (3 rd grade Gallagher's Picnic)
Teach Amazing Words <ul style="list-style-type: none"> Provide examples, images, gestures and sentence frames 	Say, see, write, hear amazing words <ul style="list-style-type: none"> Act out, write or say amazing words in sentences using sentence frames 	Amazing word: cringed Act out the word When I see a _____ it makes me want to cringe.
Read Story Aloud <ul style="list-style-type: none"> Model appropriate expression Demonstrate a lively, fluent reader 	Be an active listener <ul style="list-style-type: none"> Eyes on the teacher KYHFOOTY Do actions for punctuation 	"Come join our picnic!" Students put one arm up and a fist for a dot to represent an exclamation point
Pause to think aloud <ul style="list-style-type: none"> Use a think aloud voice, gesture or clue 	Identify think aloud <ul style="list-style-type: none"> Gesture when you hear the teacher think aloud 	Point to your head to demonstrate thinking
Comprehensible input <ul style="list-style-type: none"> Use actions and gestures to portray meaning Display an image representing the big idea of the story 	Non verbal student feedback to teacher <ul style="list-style-type: none"> Gesture or raise your hand when very confused 	"He cringed to see Gallagher eat such awful food." Act out what cringing looks like
Point out amazing words <ul style="list-style-type: none"> Use amazing word voice, gesture or clue 	Listen for amazing words <ul style="list-style-type: none"> Gesture or speak when you hear an amazing word 	Stand up when you hear an amazing words Say "amazing" and then the word when you hear an amazing word
Comprehension Check <ul style="list-style-type: none"> Ask clarifying questions Ask for predictions Make connections Use sentence frames 	Partner Share <ul style="list-style-type: none"> Look, lean, lower, listen Say or write complete sentences using sentence frames 	"What could Rafferty's plan be to help Gallagher kick his bad habit" Sometimes I eat _____ and it makes me feel _____

Fluency Reading Routine

Build Fluency Reading with appropriate rate, accuracy, pronunciation, and expression/prosody	
Cloze Reading Preparation: Before class teacher prepares a selection	<ul style="list-style-type: none"> • Chunk text into manageable segments (i.e., use digital projection, text book) • Number the text segments—Students can number using sticky notes/flags • Select 3-5 words per segment (approximately 1 per sentence) to omit as you read aloud. Select words you have pre-taught or words that are meaningful to the content.
1st Read: Oral Cloze— <ul style="list-style-type: none"> • Shared Reading • Teacher Models (I do) 	Use the prepared text excerpt to model fluent reading that sounds like natural speech, at an appropriate pace, pronouncing words accurately, pausing at the end of phrases, interpreting punctuation, and using expression. If text is relatively brief, read the entire text. If it is fairly long and complex, break it into manageable chunks and only read one major chunk at a time. Students track.
2nd Read: Echo Reading with Phrasing (we do)	Read one chunk at a time. Practice appropriate phrasing using choral reading . Break a sentence into logical phrases and read one phrase at a time, before connecting the phrases. Have students echo read each phrase then connect it, following your lead.
3rd Read: Partner Read (ya'll do)	Strategically partner students for fluency practice . Students should be prepared to discuss the main idea after finishing reading the text. Provide a response frame with appropriate standards-based reading comprehension language (e.g., The information in this passage is about _____. This biography focuses on _____.)
4th Read: Independent Silent Reading (you do)	Before students begin to independently silent read, assign a comprehension task for the same passage (e.g., “Identify two important details the author emphasizes about _____.”) verbal or written

Adapted from Kate Kinsella, Ed. D. 2011, *Instructional Routine; building Fluency Before Text Comprehension*.

FLUENCY EXPRESSION RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

The purpose of the Fluency Expression Rubric is to provide feedback to students on the pillars of fluency: expression (*prosody*), phrasing, smoothness, and pace.

Scores of 10 or more indicate that the student is making good progress in fluency. Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – *Creating Fluent Readers*

Response Frames

A Response frame is:

- different from a sentence stem or frame
- structured topic related scaffold
- carefully and explicitly targets language forms
- provides the opportunity to learn language form in context

Response Frame:	<i>A partner demonstrates active listening when she/he <u>verb+s</u> and <u>verb+s</u></i>	Word Bank:	
Model Response:	<i>A partner demonstrates active listening when she <u>restates</u> my idea and <u>asks</u> clarifying questions.</i>	<u>Casual Verbs</u>	<u>Precise Verbs</u>
		says likes lets helps	replies responds appreciates complements permits

Adapted from Kate Kinsella, Ed. D. 2011, *Instructional Routine; building Fluency Before Text Comprehension*.

Multisyllabic Word Routine

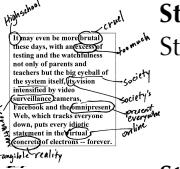
1. When we come to a word we do not know we read word parts. We have to use what we know about sound spellings to help us read the word
2. First, let's underline the vowels
f a n t a s t i c
3. How many syllables does this word have? (*vowel for every syllable*)
4. Let's read the syllables

5. What are the vowel sounds?
 - The vowel is short because it is a closed syllable (fantastic)
 - The vowel is long because . . .
 - it is a vowel pair (steamboat)
 - it is a VCE (milestone)
 - it is an open syllable (silo)
 - The vowel is r-controlled because it is followed by an r (barnyard)
 - The e is silent because it is final syllable after a consonant. (stumble)
6. Let's blend and read the whole word
fantastic

CLOSE READING ROUTINE

Teacher selects short robust passage from the main selection and plans ahead by reading, annotating and preparing text-dependent questions See *Close Reading in Elementary Schools* (Fisher & Frey, 2012)

- Purposefully plan a close read:
- Pick a text excerpt that is short, has some element of complexity (language, structure or task) and is worthy of multiple readings
- Plan the purpose for close reading the text selection (e.g., vocabulary, understanding main ideas, record similarities and differences between . . .)
- Grades K-2, teacher reads aloud initially, annotates wholly or guides student annotation. Students may or may not eventually read independently, depending on text difficulty (e.g., Wizard of Oz in Kindergarten.)
- Grades 3-12, students read independently beginning with first reading, and annotate with increased independence. Readers who cannot initially read independently may be read to, or may encounter the text previously during scaffolded small group reading instruction.

Student Roles	Teacher Roles
 <p>Step 1: First READ Students read annotate</p>	<p>Step 1: Teacher provides a purpose and a structure, for note-taking and/or annotating text.</p> <ul style="list-style-type: none"> Teacher observes where students struggle.
 <p>Step 2: Strategic Partnered Academic Discussion</p>	<p>Step 2: Teacher provides question stem(s) or sentence frame(s) to guide partner interaction.</p>
 <p>Step 3: Quick Write or Share Out-- What are the Key Ideas and Details about the text? What did you learn?</p>	<p>Step 3: Teacher provides question(s) that address key ideas and details of the text, confusing words, general understanding. Students share out or quick write their responses.</p> <ul style="list-style-type: none"> Narrative—characters, setting, plot sequence or summary Expository—Main idea and details or summary
 <p>Step 4: Second READ Students track and following along with the teacher think aloud, annotating as appropriate</p>	<p>Step 4: Teacher led shared reading with think aloud incorporating reading strategies for student engagement. Stop reading periodically to explain your thinking as you resolve difficult words using structural or context clues.</p> <ul style="list-style-type: none"> Model Choral Cloze Echo
 <p>Step 5: Third READ Reread text to find answers to questions and cite and annotate text evidence.</p>	<p>Teacher focuses craft and structure text dependent questions with the think aloud model.</p> <ul style="list-style-type: none"> Word or phrase meanings e.g., academic, literal, nonliteral Point of view
 <p>Step 6: Strategic Partnered Academic Discussion</p>	<p>Step 5: Teacher uses purposeful, planned text dependent questions to:</p> <ul style="list-style-type: none"> Prompt rereading Encourage the use of textual evidence in supporting answers
 <p>Step 7: Write about it! Students write responses to a teacher provided prompt.</p>	<p>Teacher focuses on integration of knowledge and ideas for students to describe and explain logical connections, reasons with evidence, mood or themes, opinions, intertextual connections, inferences and point of view.</p>
	<p>Step 6: Teacher provides question stem(s) or sentence frame(s) to guide partner interaction.</p>
	<p>Step 7: Teacher provides format for final response and facilitates students with scaffolds as necessary for success. (e.g., a summary in a foursquare, short constructed response, and/or paragraph frame.)</p>

K-5 Retelling/Summarizing: Nonfiction

	Instructional Plan	Teacher Talk Example
Explain	Explain why we summarize/retell.	<i>"To summarize a text means telling what it was about. A summary only includes the main ideas and key details, NOT all details. You want to re-create the text using your own words. This will help you understand the text better."</i>
Build Background	Review nonfiction text to deepen understanding of important concepts.	<i>"Let's quickly review our concept map to activate our prior knowledge. "When I summarize, I ask myself, what is this text mainly about? This text is mainly about _____."</i>
Model	Present retell cards in sequence. Summarize/retell key events (where appropriate emphasize comprehension targeted skill).	<i>"Listen carefully as I summarize, I will tell what happened but will not include every detail we read."</i>
Think	Offer additional processing time before oral practice.	<i>"As I show each retelling card, think about the key details represented."</i>
Guided Partner Interaction	Present retell cards in sequence. Scaffold with response starters, graphic organizers, word banks, etc.	<i>"As I present each card this time, explain to your partner the key detail(s) from the text that each card represents."</i> Teachers can use response frames to target specific skills (sequence, key detail) and structure academic discourse. A: First the author mentioned _____. B: Then, _____. A: Next, _____. B: Finally, _____. "The key detail(s) this card represents from the text is/are _____."
Corrective Feedback	If students have difficulty telling the important parts, model how to find them by pointing to the pictures and talking about what you see.	

K-2 Retelling/Summarizing: NARRATIVE

	Instructional Plan	Teacher Talk Example
Explain	Explain why we retell/summarize.	"To retell means we tell the story in our own words. Before we can retell a story, we need to know the elements of the story and what happened first, next and last."
Build Background	Review text to deepen understanding of important theme concepts.	" <i>This text relates to our unit theme_____.</i> Let's quickly review our concept map to understand how it relates."
Plot	Model how to identify plot. Explain that fiction has a beginning, middle and end.	As I present the retell cards, let's decide what happens in the beginning, middle, and end. "Goldilocks was walking in the forest when she saw an empty house." Was this in the beginning, middle or end? "What happens in the middle? What happens in the end?"
Model	Present retell cards in sequence. Summarize/retell key events (where appropriate emphasize comprehension targeted skill). Use sequence words help to describe the beginning, middle and end.	"When I retell a story, I think about the plot. The plot is what happens in the story. A plot has a beginning, middle and end. Certain words like first, next and last are used to tell when things happen. I will model retelling using my the retell cards." "First, Goldilocks was walking in the forest when she saw an empty house. Next.... Finally....."
Think	Offer additional processing time before oral practice.	"As I show each card, think about the important event it represents."
Guide Interaction	Structure partner interactions. Provide support with response frames.	"Now I want you to retell the story to your partner using the pictures of the retell cards in your text book." A: First, _____. B: Then, _____. A: Next, _____. B: Finally, _____.
Corrective Feedback	If students have difficulty identifying story elements, model how to find them by pointing to the pictures and talking about what you see.	

3-5 Retelling/Summarizing: NARRATIVE

	Instructional Plan	Teacher Talk Example
Explain	Explain why we retell/summarize.	"To retell means we tell the story in our own words. Before we can retell a story, we need to know the elements of the story and what happened first, next and last."
Build Background	Review text to deepen understanding of important theme concepts.	" <i>This text relates to our unit theme _____ . Let's quickly review our concept map to understand how it relates.</i> "
Character and Setting	Model how to identify and describe setting and character.	" <i>The setting is where and when the story takes place. The characters are the people and animals in the story. In this story, there is a little girl named Goldilocks and three bears. The three bears live in the forest.</i> " " <i>The three bears live in the forest. What is the setting? The three bears are characters. Who is another character?</i> "
Plot	Model how to identify plot. Explain that fiction has a beginning, middle and end.	As I present the retell cards, let's decide what happens in the beginning, middle, and end. " <i>Goldilocks was walking in the forest when she saw an empty house.</i> " Was this in the beginning, middle or end? " <i>What happens in the middle? What happens in the end?</i> "
Model	Present retell cards in sequence. Summarize/retell key events (where appropriate emphasize comprehension targeted skill). Use sequence words help to describe the beginning, middle and end.	" <i>When I retell a story, I think about the plot. The plot is what happens in the story. A plot has a beginning, middle and end. Certain words like first, next and last are used to tell when things happen. I will model retelling using my the retell cards.</i> " " <i>First, Goldilocks was walking in the forest when she saw an empty house.</i> <i>Next.... Finally.....</i> "
Think	Offer additional processing time before oral practice.	" <i>As I show each card, think about the important event it represents.</i> "
Guide Interaction	Structure partner interactions. Provide support with response frames.	" <i>Now I want you to retell the story to your partner using the pictures of the retell cards in your text book.</i> " A: First, _____. B: Then, _____. A: Next, _____. B: Finally, _____.
Corrective Feedback	If students have difficulty identifying story elements, model how to find them by pointing to the pictures and talking about what you see.	

Form and Function Writing Routine

Purposes:

1. Review and practice of language forms, functions and vocabulary taught during Reading Street lessons
2. Identify further language forms students may need to be a successful writer.

Routine Terms:

- **Task:** Writing outcome or product aligned to functions identified in standards.
- **Function:** the language purpose for writing (describe, justify, explain, summarize)
- **Form:** vocabulary and language structures needed to successfully complete a writing task
 - **Vocabulary:** Precise vocabulary students need to successfully write about the target language function. (i.e. Content/prompt related, academic vocabulary – because, similar, different, opinion)
 - **Tools for elaboration:** Words, phrases, or forms students need to connect sentences, expand on ideas, and form complete and linked sentences. (however, rather, finally, In addition, “__ and __ are similar in several ways.”)
 - **Conventions:** Grammar, usage, capitalization and punctuation students need. (i.e. past tense verbs, comma usage, capitalize titles, pronoun usage, etc.)

Steps	Instruction	Example
Step 1: Establish Purpose & Task	<ul style="list-style-type: none"> • Establish lesson and language objectives <ul style="list-style-type: none"> ◦ How will students <i>practice and demonstrate</i> understanding of language during this lesson? • Define the lesson task. 	<p>Objective: I can write an opinion using a present-tense verb.</p> <p><i>Yesterday, we discussed your ideas about.... Today we will practice writing a topic sentence that clearly states your opinion.</i></p>
Step 2: Identify and Model Function	<ul style="list-style-type: none"> • Identify and explain the language function associated with the objective. • Analyze written examples that illustrate the identified function. <ul style="list-style-type: none"> ◦ Possible sources: student work samples, exemplars, sections of Reading Street texts, teacher created models, multimedia resources) ◦ <i>Here is my model, "I believe _____. This is a more academic way of saying, "I think we should_____."</i> • Have students practice with model. <ul style="list-style-type: none"> ◦ <i>To get used to writing this way let's practice saying it. Repeat after me and try to use the same expression.....</i> ◦ <i>Partner A, please turn to Partner B and repeat my model to Partner B.</i> • Repeat with additional written models as necessary. 	<p>(Language Function = Justify, Argue,)</p> <p><i>Writers need to justify personal opinions with evidence and reasons. In other words, you have to state your opinion and then support it with details from things you read.</i></p>
Step 3: Identify and model Forms	<ul style="list-style-type: none"> • Direct attention to targeted form in your model. <ul style="list-style-type: none"> ◦ <i>I used the present-tense verb 'believe' in my opinion sentence. Some other verbs I could have used are think and feel.</i> • Practice using the forms orally. <ul style="list-style-type: none"> ◦ <i>Let's repeat my sentence replacing 'believe' with these other verbs. Repeat after me....</i> • Provide additional written examples and language practice opportunities as necessary. • Using frames (sentence, paragraph) that include the forms, ask student to write their own sentences. <ul style="list-style-type: none"> ◦ <i>I _____ (present tense verb – believe, think, feel) _____ should _____.</i> • Practice the sentences students write verbally with a partner. <ul style="list-style-type: none"> ◦ Partner A: Read your sentence to your partner. Partner B: Restate your partner's response or idea. 	<p>Target Form - Present Tense Verbs</p> <p><i>Writers use present-tense verbs when stating an opinion. As we have learned, sometimes we have to add an -s, -es, or -ed but today you are stating your personal opinion using the pronoun 'I', so we will just use the base form of a verb.</i></p> <p><i>I also wanted to point out that I used the word 'should' to show I think this needs to happen.</i></p>
Step 4: Check for Understanding	<ul style="list-style-type: none"> • Use a strategy to verify students understand the process and expected outcomes. <ul style="list-style-type: none"> ◦ Preselect students to share responses, partner nominations, name cards, etc. 	

Small Group Decodable Text Instructional Routine

Basic Guidelines:

1. The first reading of the decodable text should be guided by the teacher to ensure accurate reading of the text
 2. Students should finger-point and read aloud while reading decodable text
 3. All errors are corrected using immediate error correction routine
 4. Students are supported in developing fluent reading of the text

Immediate Error Correction Routine

1. Intervene when an error is heard – Correct even the little words such as ‘a’ and ‘the’ to develop accurate reading skills
 2. Provide Error Correction Support:

To give the student the word, say:
“My turn, that word is....”
What word?
“Go back and read again.”

To support student correction, say:
"Try that word again."
If the student is accurate say:
"Now put it in the sentence."
If the student is inaccurate a second time say:
"That word is What word? Now put it in the sentence."

3. Reread the sentence--Upon correction of the word, reread the sentence to support comprehension and provide an opportunity to correctly read the word.

Pre-reading	<ol style="list-style-type: none"> Using the word bank, on the front cover of the decodable, and sound spelling card, review the targeted phonics skill. Select 5-7 words and write them while students blend/read the words. Write the high frequency words on index cards. Hold up each card, tell them the word and have students repeat the word. Then, mix up the cards and have students chorally read the words. Next, have students chorally read each line of the word bank. Repeat if needed to build automaticity.
First Read	<ol style="list-style-type: none"> Read the title aloud. Chorally read the text.
Second/Third Read	<p>On-Level or Above Level: Have all students chorally reread the text with a partner. Reader 1 begins reading alternating sentences/pages with Reader 2. On the third read, have Reader 2 start the reading.</p> <p>Below Level: For the second read, have the students echo read the text. The teacher will read a sentence with good expression and intonation and students will echo what the teacher has read. Make sure students are tracking what they are reading with their finger.</p> <p>For the third read, have each student individually whisper read 3-5 lines of the text at a time. When they finish reading the assigned lines, have them place their finger where they stopped. When all students have finished reading, have them choral read the last lines read. Continue in this manner until the text is finished.</p>
Comprehension Check	<p>Teacher models retelling the story in sequence. Then, have students practice retelling the story in sequence. Ask comprehension questions and have student find the answer or information that supports their answer in the text.</p>
Fluency Check	<p>Have students work in partners to do a fluency check. Reader 1 will start at the beginning of the text and read for 60 seconds. While Reader 1 reads, Reader 2 keeps track of any errors Reader 1 makes and helps to keep track of how far Reader 1 got in 60 seconds. Record their rate and errors on a fluency graph. Switch roles.</p>

1. Stating Opinions

In my opinion, _____.
I strongly believe that _____ because _____.
I think _____ because _____.
From my perspective, _____.
From my point of view, _____.

2. Contributing Ideas

One possible example is _____.
Another interesting example is _____.
One convincing reason is _____.
One recent experience I had was _____.
The correct word form is _____ because _____.

3. Listening Attentively

I chose _____.
I selected _____.
The (word, phrase, example) I recorded was _____.
A relevant example I heard was _____.
A convincing reason I heard was _____.

4. Comparing Ideas

My idea is similar to (Name's).
My response is similar to (Name's).
I have a similar opinion.
My response is different from (Name's).
My example is similar to (Name's).

5. Agreeing/Disagreeing

I agree/disagree with (Name) that _____.
I completely agree with (Name).
My idea builds upon (Name's).
I share your perspective.
I can see your point of view.

6. Disagreeing

I don't quite agree.
I disagree completely.
I disagree somewhat.
I have a different perspective.
I don't share your point of view.

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1. Requesting Ideas

What should we write?
What do you think makes sense?
What's your idea?
Do you have an example?

2. Suggesting Ideas

We could write _____.
What if we put _____.
I think _____ would work well.
I think we should add _____.

3. Validating Ideas

That would work.
That makes sense.
Oh, that's a great idea.
That's an interesting example.

4. Deciding On Ideas

Ok. Let's write _____.
I'd like to put _____.
Let's combine our ideas and write _____.
I think _____ is the best example.

5. Clarifying Ideas

I don't quite understand your _____.
In other words, you're saying that _____.
What do you mean by _____ ?
So, you think we should _____ ?
Are you suggesting _____ ?

6. Asking for Assistance

How do I spell the word _____ ?
Did I spell the word _____ correctly?
What does _____ mean?
Did I explain this idea clearly?
Is there another way to say _____ ?
Is this an appropriate _____ (noun, verb, adjective)?

7. Restating Ideas

So, you said that _____.
So, you think that _____.
So, your idea is that _____.
So, your opinion is that _____.
So, you're saying that _____.

8. Reporting Ideas

We thought of _____.
We came up with _____.
We decided upon/that _____.
We determined that _____ because _____.
One idea (noun, example) we had was _____.
A/an (noun, verb, adj) we thought of is _____.
Our response is _____.

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Vocabulary Note-taking Guide

A vocabulary note-taking guide, such as the example below, is a scaffold to enhance explicit vocabulary instruction. A note-taking scaffold provides an advanced organizer for the most essential terms, accountability for active engagement, and a reference for later use (Feldman & Kinsella, 2005). This guide helps students understand how words work by including the parts of speech, word meanings, examples, and pictures related to sample sentences. Key words (other than target vocabulary words) are left blank, so that students can focus on comprehending the examples and word meanings. More examples can be found on the CSD website.

Word	Meaning	Examples
aquarium a•qua•ri•um noun  <hr/>	1. Building used for showing collections of live _____, water animals, and water plants 	My daughter loves to watch the _____ at the aquarium . My favorite creature to see at the aquarium is _____. 
dolphins dol•phins noun  <hr/>	1. A small, usually gray sea mammal related to whales with a rounded _____. 	Dolphins have beaklike _____. She got to _____ with dolphins at Sea World. 

Adapted from Kate Kinsella, Ed. D. 2011, *Instructional Routine: High Utility Word Routine and Note-taking Guide*

The Concept Talk Four Square serves as a scaffold for organizing ideas and building sentences around the Question of the Week and discussions during Content Knowledge instruction using Reading Street. This scaffold helps students work through the stages of language. Students begin with listening and speaking, while working towards reading and writing. This could be a tool for culminating ideas throughout the week that lead up to a possible product writing at the end of the week or unit.

<p>Working together makes us feel _____.</p> <p>Friends can make us feel _____.</p> <p>It makes _____ easier.</p>	<p>We solve _____.</p> <p>We achieve _____.</p>
<p>Why is it a good idea to work together? (Question of the Week)</p>	
<p>We combine to _____.</p> <p>Friends _____ each other.</p>	<p>My favorite reason for working together is _____.</p>

Second Grade Speaking and Listening Rubric

Standard	Acquiring	Building Automaticity	Application (Standard Met)
SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> Student sometimes follows agreed-upon rules for discussions. 	<ul style="list-style-type: none"> Student follows agreed-upon rules for discussions Student builds on others' talk in conversations by linking their comments to the remarks of others. 	<ul style="list-style-type: none"> Student follows agreed-upon rules for discussions Student builds on others' talk in conversations by linking their comments to the remarks of others. Student asks for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media formats.	<ul style="list-style-type: none"> Student recounts or describes details from a text read aloud or information presented orally or through other media formats. 	<ul style="list-style-type: none"> Student sometimes recounts or describes key ideas or details from a text read aloud or information presented orally or through other media formats. 	<ul style="list-style-type: none"> Student consistently recounts or describes key ideas or details from a text read aloud or information presented orally or through other media formats.
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<ul style="list-style-type: none"> Student asks questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	<ul style="list-style-type: none"> Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information. 	<ul style="list-style-type: none"> Student asks and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<ul style="list-style-type: none"> Student tells a story or recounts an experience with descriptive details with some coherent sentences. 	<ul style="list-style-type: none"> Student tells a story or recounts an experience with descriptive details in coherent sentences. 	<ul style="list-style-type: none"> Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Student adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> • Student has experience with creating audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings with support. 	<ul style="list-style-type: none"> • Student creates audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> • Student produces complete sentences appropriate to the task and situation without providing clarification. 	<ul style="list-style-type: none"> • Student sometimes produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Student consistently produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Small Group Decodable Text Instructional Routine

Basic Guidelines:

1. The first reading of the decodable text should be guided by the teacher to ensure accurate reading of the text
 2. Students should finger-point and read aloud while reading decodable text
 3. All errors are corrected using immediate error correction routine
 4. Students are supported in developing fluent reading of the text

Immediate Error Correction Routine

1. Intervene when an error is heard – Correct even the little words such as ‘a’ and ‘the’ to develop accurate reading skills
 2. Provide Error Correction Support:

To support student correction, say:
“Try that word again.”
If the student is accurate say:
“Now put it in the sentence.”
If the student is inaccurate a second time say:
“That word is What word? Now put it in a sentence.”

3. Reread the sentence--Upon correction of the word, reread the sentence to support comprehension and provide an opportunity to correctly read the word.

Pre-reading	<ol style="list-style-type: none"> 1. Using the word bank, on the front cover of the decodable, and sound spelling card, review the targeted phonics skill. Select 5-7 words and write them while students blend/read the words. 2. Write the high frequency words on index cards. Hold up each card, tell them the word and have students repeat the word. Then, mix up the cards and have students chorally read the words. 3. Next, have students chorally read each line of the word bank. Repeat if needed to build automaticity.
First Read	<ol style="list-style-type: none"> 1. Read the title aloud. 2. Chorally read the text.
Second/Third Read	<p>On-Level or Above Level: Have all students chorally reread the text with a partner. Reader 1 begins reading alternating sentences/pages with Reader 2. On the third read, have Reader 2 start the reading.</p> <p>Below Level: For the second read, have the students echo read the text. The teacher will read a sentence with good expression and intonation and students will echo what the teacher has read. Make sure students are tracking what they are reading with their finger.</p> <p>For the third read, have each student individually whisper read 3-5 lines of the text at a time. When they finish reading the assigned lines, have them place their finger where they stopped. When all students have finished reading, have them choral read the last lines read. Continue in this manner until the text is finished.</p>
Comprehension Check	<p>Teacher models retelling the story in sequence. Then, have students practice retelling the story in sequence. Ask comprehension questions and have student find the answer or information that supports their answer in the text.</p>
Fluency Check	<p>Have students work in partners to do a fluency check. Reader 1 will start at the beginning of the text and read for 60 seconds. While Reader 1 reads, Reader 2 keeps track of any errors Reader 1 makes and helps to keep track of how far Reader 1 got in 60 seconds. Record their rate and errors on a fluency graph. Switch roles.</p>

Text Complexity

A critical component of the Utah Core Standards for Reading is the requirement that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. To grow, our students must read a lot, more specifically they must read a lot of complex texts that offer them new language, new knowledge, and new modes of thought.

In kindergarten and first grade, text complexity comes through the read-aloud experiences students engage in with their teacher. The aim in kindergarten and first grade is for students to build fluency within decodable text as the preparation for reading complex texts beginning in 2nd grade. The table below indicates the Lexile complexity bands for each grade level for which students are to demonstrate a level of proficiency and independence as described in Reading Standard 10.

Grade Band in the Standards	Utah Core Standards Lexile Bands
K-1	NA
2-3	450-790
4-5	770-980

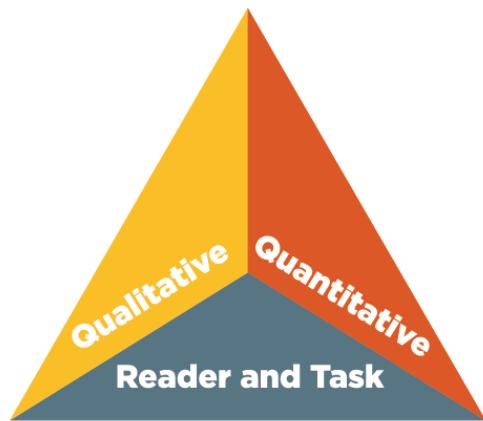
The Utah Core Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension abilities (Reading standards 1–9). In this way, the Standards approach the intertwined issues of what and how students read.

The Three-Part Model Text Complexity

Triangle

(1) **Qualitative Features** refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

(2) **Quantitative Factors** refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion that are typically measured by computer software for efficiency.



Sources: *Utah Core Standards Appendix A*; *Text Complexity: Raising the Rigor in Reading* by Douglas Fisher, Nancy Frey, and Diane Lapp

(3) Reader and Task Considerations focuses on variables specific to the reader, such as: motivation, background knowledge, experience; and to the particular tasks involved including the purpose and the complexity of the task assigned and the questions posed. Teachers employing their professional judgment, experience, and knowledge of their students and the subject to best make such determinations.

Revisiting How We Match Readers and Texts

“For decades, teachers have been told that quality instruction requires a careful matching of materials to students. The goal has been to select materials that are neither too difficult nor too easy for student. Typically, students are assessed on their ability to orally read and comprehend text. Then, instructional materials are selected to match the students’ current performance” (Fisher, Frey, & Lapp, 2012). The main issue with this approach is it limits what students can read with instruction and creates a divide between what the Standards are calling for and what students’ access. “There is evidence that students learn, and perhaps more, when they are taught from challenging texts”(Morgan, Wilcox, & Eldredge, 2000; O’Connor, Swanson, & Geraghty, 2010).

“Teachers know that when students are asked to read complex texts by themselves, they struggle and often do not succeed because they do no have the appropriate bank of related language, knowledge, skills, or metacognition to be able to comprehend the information (Fisher, Frey, & Lapp, 2012). This challenge can be conquered when teachers provide the needed instructional scaffolds, or supports, to ensure students have greater access to reading materials that would have been initially identified as being too challenging. With the right instruction, a student can learn to read texts that are beyond his or her instructional level and hopefully learn how to support his or her own reading of difficult text when the teacher is no longer at the reader’s side.

In order to prepare our students to meet the expectations of the Utah Core Standards, it is essential that students read a wide range of complex texts. One way to accomplish this is through the reading selections provided in Reading Street, the leveled readers, and the online texts available in Realize. For every Reading Street main selection, a text complexity summary description, like the one on the following page, has been provided on the ELA website. These documents provide the qualitative features, quantitative factors and suggestions for reader and task considerations for each text. Teachers can use them for ideas for the types of support that may be necessary for that text based on its text complexity qualities. Each Reading Street text varies in its text complexity factors and features meaning different supports may be needed depending on the time of year, student background, and prior knowledge.

Sources: *Utah Core Standards Appendix A; Text Complexity: Raising the Rigor in Reading* by Douglas Fisher, Nancy Frey, and Diane Lapp

SALTA First Grade
 English Language Arts
 Scope and Sequence At-A-Glance
 2016-17

Dates	AUG 24-OCT 14	OCT 17- DEC 22	JAN 2- FEB 24	FEB 27-APRIL 21	APRIL 24- JUNE 7
Instructional Days	31 days	36 days	30 days	41 days	26 days
Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Big Question	How are people and animals important to one another?	What is a community?	What is changing in our world?	What do we treasure?	How are people and animals important to one another?
JGB	<ul style="list-style-type: none"> • The Mouse and the Wizard (SS vol. 1) • Fanciful Animals (PS vol. 1) • Mysterious Animals (SS vol. 3) 	<ul style="list-style-type: none"> • The Mermaid Who Lost Her Comb (PS vol. 2) • Zlateh the Goat (PS vol.3) • Special Places (PS vol. 2) 	<ul style="list-style-type: none"> • When I Grow Up (SS vol. 2) • Rumpelstilskin (SS vol. 2) • Chestnut Pudding (PS vol. 1) 	<ul style="list-style-type: none"> • Eeyore has Birthday (SS vol. 2) • The Black Hen's Egg (SS vol. 1) • The King of Frogs (SS vol. 3) • Snow White and the Seven Dwarfs (SS vol. 3) 	<ul style="list-style-type: none"> • Imagination (SS vol. 1) • The Pied Piper (PS vol. 1) • Hansel and Gretel (PS vol. 2) • Mother of the Waters (PS vol. 3) • Secret Messages (PS vol. 3)
Extended Learning	Teacher's Choice	Teacher's Choice	Monster Math	Monster Math	Monster Math
Research and Inquiry Skill for Content Integration	<ul style="list-style-type: none"> • Selecting Books • Media Center/Library • Picture Dictionary • Read a Chart • Lists • Notes 	<ul style="list-style-type: none"> • Parts of a Book • Interview • Maps • Periodical and Newspaper • Alphabetical Order in an Index • Picture Dictionary 	<ul style="list-style-type: none"> • Interview • Glossary • Classifying and Categorizing • Diagram • Technology: My Computer • Picture Graph 	<ul style="list-style-type: none"> • Interview • Table/Chart • Bar Graph • Glossary • Email • Alphabetical Order 	<ul style="list-style-type: none"> • Reference Sources/Take Notes • Dictionary • Text Features • Picture Graph • Reading a Webpage • Encyclopedia

Phonics Skills	<p>ck, x /ks/, plural -s, s /z/ inflected ending -s inflected ending -ing initial and final consonant blends short a, i, o, e, u</p>	<p>sh, th, wh, ch, tch, ph vowel sound in ball a_e, i_e, o_e, u_e, long e, ee c /s/, g /j/ contractions -ed syllables VC/CV</p>	<p>Vowel sounds-y Syllable pattern CV Patterns -ng, -nk Compound words Ending -es, Plural -es R-controlled vowels: or, ore, ar, er, ir, ur Contractions 's, 've, 're Inflected endings Comparative endings -er, -est, -dge</p>	<p>ai, ay, ea, oa, ow, ie, igh, ue, ew, ui, oo in moon kn, wr Compound words -ly, -ful Adding Endings Singular & Plural Possessives Three-Letter Consonant Blends</p>	<p>ow, ou, oo in foot, oi, oy, ie, aw, au er, or V/CV, VC/V Inflected endings Syllable patterns</p>
High Frequency Words	come, in, on, my, way, she, take, up, what, blue, get, from, help, little, use, eat, five, four, her, this, too, saw, small, tree, your, home, into, many, them	catch, good, no, put, said, want, be, could, horse, of, old, paper, live, out, people, who, work, down, inside, now, there, together, around, find, food, grow, under, water, also, family, new, other, some, their	always, become, day, everything, nothing, stays, things, any, enough, ever, every, own, sure, were, away, car, friends, house, our, school, very, afraid, again, few, how, read (both pronunciations), soon, done, know, push, visit, wait, before, does, good-bye, oh, right, won't	about, enjoy, gives, surprise, worry, would, colors, draw, drew, great, over, show, sign, found, mouth, once, took, wild, above, eight, laugh, moon, touch, picture, remember, room, stood, thought, across, because, dance, only, opened, shoes, told	along, behind, eyes, never, pulling, toward, door, loved, should, wood, among, another, instead, none, against, goes, heavy, kinds, today, built, early, learn, science, through, answered, carry, different, poor

**2016-17 Year At A Glance 1st Grade
Reading Street Schedule**

Unit R	Week 1 &2	August 24-Aug 30	5 days
	Week 3 & 4	Aug 31- Sept 6	4 days
	Week 5 & 6	September 7-9	3 days
Unit 1	Week 1	September 12-16	5 days
	Week 2	September 19-22	4 days
	Week 3	September 26-29	4 days
	Week 4	October 3-7	5 days
	Week 5	October 10-14	5 days
	Week 6	October 17-28	8 days
	Review Unit 1	October 31-Nov 3	4 days
Unit 2	Week 1	November 7-11	5 days
	Week 2	November 14-18	5 days
	Week 3	Nov 21-Dec 2	7 days
	Week 4	December 5-9	5 days
	Week 5	December 12-16	5 days
	Week 6	December 19-Jan 6	7 days
	Review Unit 2	January 9-13	5 days
Unit 3	Week 1	January 17-27	8 days
	Week 2	January 30-Feb 3	5 days
	Week 3	February 6-9	4 days
	Week 4	February 13-16	4 days
	Week 5	February 21-24	4 days
	Week 6	February 27-Mar 3	5 days
	Review Unit 3 <i>#1 District Wide Standards Based Benchmark</i>	March 6-10	5 days
Unit 4	Week 1	March 13-17	5 days
	Week 2	March 20-24	5 days
	Week 3	March 27-31	5 days
	Week 4	April 10-14	5 days
	Week 5	April 17-21	5 days
	Week 6	April 24-28	5 days
	Review Unit 4 <i>#2 District Wide Standards Based Benchmark</i>	May 1-5	5 days
Unit 5	Week 1	May 8-12	5 days
	Week 2	May 15-19	5 days
	Week 3	May 22-26	5 days
	Week 4	May 30-June 7	6 days

SALTA 1st Grade Scope and Sequence

Unit 1: AUGUST 24 - OCTOBER 14

Flexible Pacing: 31 instructional days

Unit 1 Theme: Animals, Tame and Wild				
Big Question	Targeted Comprehension Skill/Strategy	Writing from <u>Writing to Sources</u>	Report Card Learning Targets	
			I can...	
How are people and animals important to one another?	<ul style="list-style-type: none"> Character, Setting, Plot Main Idea and Details 	NARRATIVE	<ul style="list-style-type: none"> Ask and answer questions about key details Identify the main topic and retell key details Recognize the structure (e.g., sequence, character, illustrations) Write narrative texts to retell events Use grammar skills when writing or speaking Distinguish, blend, isolate and segment sounds Recognize and apply grade level phonics to 1-2 syllable words 	
Extended Learning Teacher's Choice	Research & Inquiry Skill		JGB <ul style="list-style-type: none"> The Mouse and the Wizard (SS Vol. 1) Fanciful Animals (PS Vol. 1) Mysterious Animals (SS Vol. 3) 	
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	RL.1.1 & RI.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.2 Identify the main topic and retell key details of a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.8 With guidance and support from adults, recall information from experiences or gather information from	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> d) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). k) Produce and expand complete simple and compound declarative, interrogative, 	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. d) Segment spoken single-syllable words into their

		provided sources to answer a question.	imperative, and exclamatory sentences in response to prompts. L.1.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. a) Use end punctuation for sentences.	complete sequence of individual sounds (phonemes). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b) Decode regularly spelled one-syllable words. f) Read words with inflectional endings.
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	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	What do pets need?	Sam, Come Back!	short a, ck
Week 2	Who helps animals?	Pig in a Wig	short I, x /ks/
Week 3	How do animals help people?	The Big Blue Ox	short o, plural -s, s /z/
Week 4	How do wild animals take care of their babies?	A Fox and a Kit	inflected endings -s, -ing
Week 5	Which wild animals live in our neighborhood?	Get the Egg!	short e initial consonant blends
Week 6	What can we learn about wild animals by watching them?	Animal Park	short u final consonant blends
Week 7	Interactive Review		Review

Targeted Technology Standard

ISTE #1 Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

SALTA 1st Grade Scope and Sequence

Unit 2: OCT 17 – DEC 22

Flexible Pacing: 36 instructional days

Unit 2 Theme: Communities

Big Question	Targeted Comprehension Skill/Strategy	Writing from Writing to Sources	Report Card Learning Targets		
			I can...		
What is a community?	<ul style="list-style-type: none"> Sequence Author's Purpose Cause and Effect 	INFORMATIVE/EXPLANATORY	<p>I can...</p> <ul style="list-style-type: none"> Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification Identify the main topic and retell key details Recognize the structure (e.g., sequence, character, illustrations) Write informational texts using facts Use grammar skills when writing or speaking Distinguish, blend, isolate and segment sounds Recognize and apply grade level phonics to 1-2 syllable words 		
Extended Learning Teacher's Choice	Research & Inquiry Skill for Content Integration <ul style="list-style-type: none"> Parts of a Book Interview Maps Periodical and Newspaper Alphabetical Order in an Index Picture Dictionary 		JGB <ul style="list-style-type: none"> The Mermaid Who Lost Her Comb (PS Vol. 2) Zlateh and the Goat (PS Vol. 3) Special Places (PS Vol. 2) 		
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS	
S.L.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. g) Build on others' talk in conversations by responding to the comments of	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.6 Identify who is telling the story at various points in a text.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.7 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	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i) Use common, proper, & possessive nouns. L.1.2 Demonstrate command of the conventions of	RF.1.2 Demonstrate understanding of spoken words, syllables, & sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	

<p>others through multiple exchanges.</p> <p>h) Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p>	<p>instructions).</p>	<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize dates & names of people.</p> <p>i) Use conventional spelling for words with common spelling patterns & for frequently occurring irregular words.</p>	<p>a) Know the spelling-sound correspondences for common consonant digraphs.</p> <p>c) Know final -e and common vowel team conventions for representing long vowel sounds.</p>
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	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	What does a family do together?	A Big Fish for Max	sh, th, vowel sound in ball
Week 2	How is a school a community?	The Farmer in the Hat	a_e, soft c and g
Week 3	Who works to make our community a nice place?	Who Works Here?	i_e, wh, ch, tch, ph
Week 4	How do animal communities work together to survive?	The Big Circle	o_e, contractions
Week 5	How are plant and animal communities important to each other?	Life in the Forest	u_e, e_e, -ed
Week 6	How is an insect community like a community of people?	Honey Bees	long e, ee, syllables VC/CV
Week 7	Interactive Review		Review

Targeted Technology Standard

ISTE #3 Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

SALTA 1st Grade Scope and Sequence

Unit 3: JAN 2 – FEB 24

Flexible Pacing: 30 instructional days

Unit 3 Theme: Changes

Big Question	Targeted Comprehension Skill/Strategy	Writing from Writing to Sources	Report Card Learning Targets		
			I can...		
What is changing in our world?	<ul style="list-style-type: none"> Fact and Opinion Compare and Contrast 	OPINION	<ul style="list-style-type: none"> Ask and answer questions about key details Recognize the structure (e.g., sequence, character, illustrations) Compare and contrast texts Write opinion pieces using a reason Use grammar skills when writing or speaking Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases Distinguish, blend, isolate and segment sounds RF.1.2 Recognize and apply grade level phonics to 1-2 syllable words Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension 		
Extended Learning Monster Math	Research & Inquiry Skill for Content Integration <ul style="list-style-type: none"> Interview Glossary Classifying and Categorizing Diagram Technology: My Computer Picture Graph 	JGB	<ul style="list-style-type: none"> When I Grow Up (SS Vol. 2) Rumpelstilskin (SS Vol. 3) Chestnut Pudding (PS Vol. 1) 		
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING		Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.6 Produce complete sentences when appropriate to	RL.1.1 & RL.1.1 Ask and answer questions about key details in a text. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.8 With guidance	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	

task and situation.	menus, icons) to locate key facts or information in a text. RI.1.8 Identify the reasons an author gives to support points in a text. RL.1.9 Compare and contrast the adventures and experiences of characters in stories. RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	and support from adults, recall information from experiences or gather information from provided sources to answer a question.	home; Tomorrow I will walk home). L.1.4 Determine or clarify the meaning of unknown & multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. c) Identify frequently occurring root words (e.g., <i>look</i>) & their inflectional forms (e.g., <i>looks, looked, looking</i>).	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. f) Read words with inflectional endings. RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding.
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	Question of the Week	Main Selection	Target Phonics/Word Analysis
Week 1	How do places change?	A Place to Play	vowel sounds y Syllable Pattern CV
Week 2	What do we learn as we grow and change?	Ruby in Her Own Time	Consonant Patterns -ng, -nk Compound Words
Week 3	What can we learn about animals as they grow and change?	The Class Pet	Ending -es, Plural -es R-controlled vowels -or, -ore
Week 4	What changes happen in a garden?	Frog and Toad Together	Added Ending R-controlled vowels -ar
Week 5	What changes can be seen in nature?	I'm a Caterpillar	R-controlled vowels er, ir, ur Contractions
Week 6	What do animals do when the seasons change?	Where are My Animal Friends?	Comparative Endings -er, -est Consonant Pattern-dge
Week 7	Interactive Review		Review

Targeted Technology Standard

ISTE #4 Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

SALTA 1st Grade Scope and Sequence

Unit 4: FEB 27 – APRIL 21

Flexible Pacing: 41 instructional days

Unit 4 Theme: Treasures

Big Question	Targeted Comprehension Skill/Strategy	Writing from Writing to Sources	Report Card Learning Targets		
			I can... <ul style="list-style-type: none"> • Ask and answer questions about key details • Recognize the structure (e.g., sequence, character, illustrations) • Write informational texts using facts • Use grammar skills when writing or speaking • Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases • Recognize and apply grade level phonics to 1-2 syllable words 		
What do we treasure?	<ul style="list-style-type: none"> • Draw Conclusions • Cause and Effect 	INFORMATIVE/EXPLANATORY			
Extended Learning Monster Math	Research & Inquiry Skill for Content Integration <ul style="list-style-type: none"> • Interview • Table/Chart • Bar Graph • Glossary • Email • Picture Dictionary 	JGB	<ul style="list-style-type: none"> • Eeyore Has Birthday (SS Vol. 2) • The Black Hen's Egg (SS Vol. 1) • The King of Frogs (SS Vol. 3) • Snow White and The Seven Dwarfs (SS Vol. 3) 		
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS	
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	RL.1.1 & RL.1.1 Ask and answer questions about key details in a text. RL.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RL.1.4 Identify words and phrases in stories and	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.6 With guidance and support from adults, use a	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b) Use frequently occurring adjectives. c) Use frequently occurring conjunctions (e.g., and, but, or, so, because). i) Use determiners (e.g., articles, demonstratives). L.1.2 Demonstrate command of the conventions of standard	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Know final -e and common vowel team conventions for representing long vowel sounds. d) Use knowledge that every	

	<p>poems that suggest feelings or appeal to the sense.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>English capitalization, punctuation, and spelling when writing.</p> <p>c) Use commas in dates and to separate single words in a series.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e) Decode two-syllable words following basic patterns by breaking the words into syllables.</p>
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	Question of the Week	Main Selection	Target Phonics/Word Analysis
Week 1	How can a surprise be a treasure?	Mama's Birthday Present	ai, ay; Singular and Plural Possessives
Week 2	How can a story be a treasure?	Cinderella	ea; Adding Endings
Week 3	What treasures can we find in our country?	A Trip to Washington D.C.	oa, ow Three-Letter Consonant Blends
Week 4	Why do we treasure special places?	A Southern Ranch	ie, igh; kn, wr
Week 5	What treasures can we share at home?	Peter's Chair	Compound Words; ue, ew, ui
Week 6	What treasures can we share with neighbors?	Henry and Mudge and Mrs. Hopper's House	-ly, -ful; oo in moon
Week 7	Interactive Review		Review

Targeted Technology Standard

Students **ISTE #2 Communication and Collaboration:** use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

SALTA 1st Grade Scope and Sequence

Unit 5: APRIL 26 – JUNE 7

Flexible Pacing: 16 instructional days

Unit 5 Theme: Great Ideas

Big Question	Targeted Comprehension Skill/Strategy	Writing from Writing to Sources	Report Card Learning Targets		
			I can... <ul style="list-style-type: none"> • Ask and answer questions about key details • Identify the main topic and retell key details • Recognize the structure (e.g., sequence, character, illustrations) • Write opinion pieces using a reason • Use grammar skills when writing or speaking • Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases • Recognize and apply grade level phonics to 1-2 syllable words RF.1.3 • Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension 		
What is all around me?	<ul style="list-style-type: none"> • Main Idea and Details • Theme 	OPINION			
Extended Learning Teacher's Choice	Research & Inquiry Skill for Content Integration <ul style="list-style-type: none"> • Parts of a Book • Interview • Maps • Periodical and Newspaper • Alphabetical Order in an Index • Picture Dictionary 	JGB	<ul style="list-style-type: none"> • Imagination (SS Vol. 1) • The Pied Piper (PS Vol. 1) • Hansel and Gretel (PS Vol. 1) • Mother of the Waters (PS Vol. 1) • Secret Messages (PS Vol. 3) 		
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS	
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.6 Produce	RL.1.1 & RI.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.2 Identify the main topic	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.5 With guidance and	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). j) Use frequently occurring	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. c) Know final -e and common vowel team conventions for representing long vowel sounds.	

complete sentences when appropriate to task and situation.	and retell key details of a text. RL.1.3 Describe characters, settings, and major events in a story, using key details. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	prepositions (e.g., <i>during, beyond, toward</i>). k) Produce & expand complete simple & compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. f) Use frequently occurring affixes as a clue to the meaning of a word.	g) Recognize & read grade-appropriate irregularly spelled words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	When does a problem need a clever solution?	Tippy-Toe Chick, Go!	ow, ou ie, e
Week 2	How can we look at things in a different way?	Mole and the Baby Bird	ow, ou V/CV, VC/V
Week 3	How do we solve mysteries?	Dot and Jabber	oo in foot Adding Endings
Week 4	How can a great idea make our lives easier?	Simple Machines	oi, oy er, or
Week 5	How can a great idea change the way we live?	Alexander Graham Bell: A Great Inventor	aw, au Digraphs, Diphthongs
Week 6	What can happen when someone has a new idea?	The Stone Garden	un-, re- long o, long i

Targeted Technology Standard

- ISTE #5 Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Advocate and practice safe, legal, and responsible use of information and technology
 - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
 - Demonstrate personal responsibility for lifelong learning
 - Exhibit leadership for digital citizenship

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

Skill-Based Instruction Implementation Considerations

When planning for skill-based instruction, it is important to consider the unique needs of students who qualify for specialized services such as English Language Development (ELD) and special education. When grouping students, it may be necessary to provide additional groupings for English Language Learners who are classified as WIDA Levels 1-4 or students who have an IEP. Additional groupings support the responsibilities educators have in ensuring that all students receive the support needed to be successful. The graphic below shows the possible groupings for all students. Additional information about the focus of instruction can be viewed on following pages of this map and in the DIBELS Pathways of Progress Report.

Once students are grouped, for ELD, Special Education, and Groups 2-4, it is critical to provide explicit, systematic instruction with ample practice opportunities and specific feedback to fill in skill gaps. Finally, progress should be monitored more frequently for these groups to ensure that instruction is supporting students' growth towards mastery of identified outcomes.

ELD (30+ minutes)	Special Education
Language Central Curriculum and applicable group instruction OR Reading Street ELL Handbook and applicable group instruction using Lesson Plans for ELD Small Group (Fluency & Frontload)	<ul style="list-style-type: none">• Reading Mastery• Reading Mastery Core Lesson Connections• Corrective Reading• 6 Minute Solution
Additional ELD Instruction (15+ minutes) <ul style="list-style-type: none">• ELL Pages in the Reading Street Teacher Edition or ELL Handbook• RTI Kit	
Group 1 – Benchmark Rate & Accurate Focus of Instruction: <ul style="list-style-type: none">• Comprehension and Vocabulary Resources <ul style="list-style-type: none">• RTI Kit• Group 1 Lesson Plan(s)	Group 2 – Below Benchmark Rate & Accurate Focus of Instruction: <ul style="list-style-type: none">• Fluency Resources <ul style="list-style-type: none">• RTI Kit• Group 2 Lesson Plan(s)
Group 3 – Benchmark Rate & Inaccurate Focus of Instruction: <ul style="list-style-type: none">• Self Monitoring for Accuracy Resources <ul style="list-style-type: none">• RTI Kit• Group 3 Lesson Plan(s)	Group 4 - Below Benchmark & Inaccurate Focus of Instruction: <ul style="list-style-type: none">• PA and Phonics Resources <ul style="list-style-type: none">• RTI Kit• Group 4 Lesson Plan(s)

INSTRUCTIONAL SORT **First Grade**

Refer to the DIBELS Pathways to Progress Report to review Tests of Early Literacy for fall. The report will provide information on student performance in alphabetic principle (Nonsense Word Fluency), Word Blending / Recognition, and Phonemic Awareness, Using the criteria outlined in the table below, begin to group students accordingly. An additional, blank sort is provided at the back of this section to record groups.

Group 1: <u>FALL:</u> Benchmark on PSF Benchmark on Nonsense Word Fluency CLS <u>WINTER/SPRING:</u> Benchmark on DORF Benchmark on Nonsense Word Fluency WWR	Group 2: <u>FALL:</u> Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS <u>WINTER / SPRING:</u> Below Benchmark Rate DORF Benchmark on Nonsense Word Fluency WWR
Group 3: <u>FALL:</u> Below Benchmark on PSF Benchmark on Nonsense Word Fluency CLS <u>WINTER / SPRING:</u> Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR	Group 4: <u>FALL</u> Below Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS <u>WINTER / SPRING:</u> Below Benchmark rate DORF Below Benchmark on Nonsense Word Fluency WWR

First Grade

WINTER / SPRING Focus of Instruction & Materials

<p>Group 1: Benchmark on DORF Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Reading, Discussing and Writing</p> <ul style="list-style-type: none"> • Maintaining accuracy and fluency within connected text—repeated readings • Comprehension and vocabulary development • Extended reading and writing opportunities tied to Core subjects <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Decodable Texts • Reading Street: Fresh Reads • Reading Street: Advanced Level Lessons and Readers • Reading Street: RtI Kit Fluency, Vocabulary and Comprehension • Reading Street: Research and Inquiry Lessons • PALS • FCRR Student Activities for Fluency, Comprehension and Vocabulary 	<p>Group 2: Below Benchmark Rate DORF Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Blending and Decoding Words</p> <ul style="list-style-type: none"> • Sound Letter Correspondence • Word study focused on Alphabetic Principle <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: RtI Kit Fluency • Reading Street: On Level Lessons and Readers • Blend and Read Decodable Readers • High-Frequency Word Practice • PALS
<p>Group 3: Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Decoding</p> <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word Study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • Use the <i>Core Phonics Screener Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Strategic Level Lessons and Readers • Reading Street: RtI Kit Phonics and Decoding • FCRR Student Activities—Phonics • PALS • Elkonin boxes with letter tiles • Sight Word and/or Fry Phrases Speed Drills 	<p>Group 4: Below Benchmark rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Phonemic Awareness & Decoding</p> <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • <i>Core Phonics Screener & Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Decodable Text • CSD Decodable Database • Reading Street: RtI Kit Phonemic Awareness; Phonics and Decoding Lessons • FCRR Student Activities—Phonemic Awareness and Phonics • PALS • Elkonin boxes with discs to push up sounds and letter tiles

First Grade

FALL Focus of Instruction & Materials

<p>Group 1: Benchmark on PSF Benchmark on Nonsense Word Fluency CLS</p> <p>Focus of Instruction: Blending, Reading, Discussing and Writing</p> <ul style="list-style-type: none"> Maintaining accuracy and fluency within connected text—repeated readings Comprehension and vocabulary development Practice with reading and writing opportunities tied to Core subjects <p>Instructional Materials:</p> <ul style="list-style-type: none"> Reading Street: Decodable Texts Reading Street: Fresh Reads Reading Street: Advanced Level Lessons and Readers Reading Street: RtI Kit Fluency, Vocabulary and Comprehension Reading Street: Research and Inquiry Lessons PALS FCRR Student Activities for Fluency, Comprehension and Vocabulary 	<p>Group 2: Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS</p> <p>Focus of Instruction: Blending and Decoding Words Sound Letter Correspondence Word study focused on Alphabetic Principle</p> <p>Instructional Materials:</p> <ul style="list-style-type: none"> Reading Street: RtI Kit Fluency Reading Street: Below Level Lessons and Readers Blend and Read Decodable Readers High-Frequency Word Practice PALS
<p>Group 3: Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Decoding</p> <ul style="list-style-type: none"> Establish sound/letter correspondence Word Study focused on alphabetic principle Rereading decodable text Developmental spelling/writing Use the <i>Core Phonics Screener Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> Reading Street: Strategic Level Lessons and Readers Reading Street: RtI Kit Phonics and Decoding FCRR Student Activities—Phonics PALS Elkonin boxes with letter tiles Sight Word and/or Fry Phrases Speed Drills 	<p>Group 4: Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Phonemic Awareness & Decoding</p> <ul style="list-style-type: none"> Establish sound/letter correspondence Word study focused on alphabetic principle Rereading decodable text Developmental spelling/writing <i>Core Phonics Screener & Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> Reading Street: Decodable Text CSD Decodable Database Reading Street: RtI Kit Phonemic Awareness; Phonics and Decoding Lessons FCRR Student Activities—Phonemic Awareness and Phonics PALS Elkonin boxes with discs to push up sounds and letter tiles



DIBELS® Next Initial Instructional Grouping Suggestions

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Initial Grouping Suggestions

The groupings provided by these worksheets are considered *initial suggestions* because the teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Three Levels of Instructional Support

The following three levels of instructional support are identified for individual DIBELS scores as well as the overall DIBELS Composite Score:

- **At or Above Benchmark: Likely to Need Core Support** – Student's scores are at or above the benchmark for their grade and time of year; students performing at this level are likely to need effective core instruction to reach subsequent goals.
 - Generally 80%–90% probability of reaching subsequent important reading goals.
 - Provide generally effective core curriculum and instruction focused on the core components of early literacy and reading.
- **Below Benchmark: Likely to Need Strategic Support** – Student's scores are below the benchmark for their grade and time of year; students performing at this level are likely to need additional targeted intervention and support to reach subsequent goals.
 - Generally 40%–60% probability of reaching subsequent important reading goals.
 - Provide extra practice; adaptations of core curriculum; small group instruction with supplementary program.
- **Well Below Benchmark: Likely to Need Intensive Support** – Student's scores are well below the benchmark for their grade and time of year; students performing at this level are likely to need substantial additional intervention and support to reach subsequent goals.
 - Generally 10%–20% probability of reaching subsequent important reading goals.
 - Provide focused, explicit instruction with supplementary intensive curriculum; small group/individual instruction.

Validating Need for Support

Within the Outcomes Driven Model, an important step is validating need for support. At this step, ask, "Are we confident that the identified students need support?" If there is any doubt in making the decision regarding whether a student is on track or not with respect to a core component, additional information should be obtained. The goal is to be reasonably confident in the decision that the student is on track or not. Additional information may be obtained by retesting with alternate forms of the corresponding DIBELS measure, by administering a brief diagnostic assessment, or by considering other assessment and performance information available on the student.

Building Accuracy and Fluency

The goal in each core component area is for the student to demonstrate proficiency with the skill by being highly accurate as well as fluent and confident in their answers. Build accuracy with a focus on accurate and fluent word reading and decoding, advanced phonics, and word attack skills. Incorporate-fluency building activities on mastery-level material where the student is highly accurate. Consider using survey-level assessment to identify the appropriate progress monitoring level, instructional level, and mastery level.

Core Components of Early Literacy

It is important to analyze and use all of the information available on a student's skills. These initial instructional grouping worksheets provide an initial focus on the two most salient core components at each assessment time. Vocabulary and oral language skills are another core component of early literacy that should be considered when planning instructional groups.

School-Wide, Systems-Level Considerations

If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing the system of core instruction to address the corresponding skill areas.

1 Grade 1 Beginning of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Group 2: Additional support on the alphabetic principle and basic phonics skills

Group 3: Additional support on phonemic awareness skills

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills

1 Grade 1 Middle of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Group 2: Additional support on the accurate and fluent reading of connected text skills

Group 3: Additional support on the alphabetic principle and basic phonics skills

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

1 Grade 1 End of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Group 2: Additional support on the accurate and fluent reading of connected text skills

Group 3: Additional support on the alphabetic principle and basic phonics skills

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills

Small Group Time Planner

This planner is a recommended sequence for establishing expectations and routines for implementing the skill-based small-group instruction component of the CSD literacy block. If the class is having a hard time following the expectations and routines, it may be necessary to reteach the specific expectations and/or routines with which the students are struggling. An additional consideration may be to decrease the daily minutes spent on small-group time until students can maintain independence at a satisfactory level. The unique needs of each classroom will dictate whether or not this scope and sequence takes 16 days. Please adjust accordingly.

DAY	TIME (min.) (flexible)	Instruction Goal	What is the TEACHER doing?	What are the STUDENTS doing?
Phase I of Skill-Based Small Group Instruction Time: Teacher Monitors				
1	15	Introduce small-group time expectations and routines	<ul style="list-style-type: none">➤ Teacher explains each of the expectation and routines and routines for small-group time using a poster that will be hung up in the classroom for reference.➤ Teacher chooses students to model each expectation and routine while the whole class watches.	<ul style="list-style-type: none">➤ Students learn about expectations and routines and discuss the importance of each expectation and routine with the whole group.➤ Individual students model for others what the expectations look and sound like.
2	15	Practice small-group time expectations and routines	<ul style="list-style-type: none">➤ Same as Day 1 above	<ul style="list-style-type: none">➤ Same as Day 1 above
3	25	Practice small-group time expectations and routines	<ul style="list-style-type: none">➤ Teacher quickly reviews each of the expectations and routines for small-group time.➤ Teacher chooses students to model some expectations and routines while the whole class watches.➤ Teacher gives students a task (that needs little explanation) to do independently at their seats.➤ Teacher monitors room; but does not engage	<ul style="list-style-type: none">➤ Students listen while teacher reviews expectations and routines.➤ Individual students model for others what the expectations and routines look and sound like.➤ All students work independently at their seats.➤ Students actively participate in a

Adapted from: Consortium on Reading Excellence Small Group Implementation Small Group Time Planner (2008)

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			with students. ➤ Teacher ends small-group time with a debriefing session with whole class.	debriefing session.
4	25		➤ Same as Day 3 above	➤ Same as Day 3 above
5	25		➤ Same as Day 3 above	➤ Same as Day 3 above
6	25	Introduce Practice Station #1	➤ Teacher introduces and explains each of the expectations and routines for a Practice Station #1 (e.g. Fluency Station with Fresh Reads) that will be consistently utilized. ➤ Teacher chooses students to model each expectation and routine while the whole class watches.	➤ Students learn about the selected Practice Station #1 expectations and routines and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectations and routines look and sound like.
7	25	Review expectations and routines for the Practice Station #1	➤ Teacher reviews expectations and routines for small group time and the Practice Station #1 from Day 7. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. ➤ Teacher has whole class practice performing that Practice Station #1. ➤ Teacher monitors room; but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class.	➤ Students learn about the selected Practice Station #1 expectation and routines and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectation and routines look and sound like. ➤ All students actively work on Practice Station #1. ➤ Students actively participate in a debriefing session.

Phase II: Introduction: Multiple Tasks—Teacher Monitors

			➤ Teacher quickly reviews each of the expectations and routines for small-group time and the Practice Station #1. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. ➤ Teacher introduces 2-3 independent seatwork tasks and the practice station activity.	➤ Students listen while teacher reviews expectations and routines. ➤ Individual students are asked to model for others what some of the expectation and routines
8	45	Practice with Independent Work and Practice Station #1		

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			<ul style="list-style-type: none"> ➤ Teacher lets a group of students move into the Practice Station #1 area to work on the activity while other students remain at their seats. ➤ After a set amount of time, teacher assigns a new group to Practice Station #1. ➤ Teacher monitors room, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ look and sound like. ➤ Two groups of students (more groups if length of small-group time is increased) work at Practice Station #1 independently. ➤ The remainder of the class works on the independent seatwork tasks. ➤ Students actively participate in a debriefing session.
9	45-60	Practice with Independent Work and Practice Station #1	<ul style="list-style-type: none"> ➤ (Same as Day 8 above) 	<ul style="list-style-type: none"> ➤ (Same as Day 8 above)
10	45-60	Introduce Practice Station #2	<ul style="list-style-type: none"> ➤ Teacher introduces and explains each of the expectations and routines for Practice Station #2. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. ➤ Teacher lets a group of students go to the Practice Station #1 and lets a group go to Practice Station #2. ➤ Teacher gives the remainder of class 2-3 tasks (that need little explanation) to do independently. ➤ Teacher monitors the room, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #2 and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectations and routines look and sound like. ➤ One group of students works at Practice Station #1. ➤ One group of students works at Practice Station #2. ➤ The remainder of the class works on independent

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SALTA ELA

				tasks at their seats. ➤ Students actively participate in a debriefing session.
11	45-60	Practice with Independent Work and Two Practice Stations	<ul style="list-style-type: none"> ➤ Teacher quickly reviews each of the expectations and routines for small-group time and Practice Station #2. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. ➤ Teacher lets a different group of students go to the Practice Station #1 and lets a different group go to Practice Station #2. ➤ Teacher gives the remainder of class 2-3 tasks (that need little explanation) to do independently. ➤ Teacher monitors the room, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #2 and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectations and routines look and sound like. ➤ One group of students works at Practice Station #1. ➤ One group of students works at Practice Station #2. ➤ The remainder of the class works on independent tasks at their seats. ➤ Students actively participate in a debriefing session.
12	45-60	Introduce and Practice with Practice Station #3	<ul style="list-style-type: none"> ➤ Teacher introduces and explains each of the expectations and routines for Practice Station #3. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. ➤ Teacher quickly reviews each of the expectations and routines for small-group time and Practice Stations #1-2 as needed. ➤ Teacher chooses students to model some expectation and routines while the whole class watches. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #3 expectations and routines and discuss the importance of each with the whole group. ➤ Individual students model expectations and routines for others.

Adapted from: Consortium on Reading Excellence Small Group Implementation Small Group Time Planner (2008)
 ©Canyons School District 2016

			<ul style="list-style-type: none"> ➤ Teacher chooses students to go to the three areas introduced so far while the rest of the class work on 2-3 independent tasks (new groups may be rotated in as desired). ➤ Teacher monitors rooms, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Small groups work at each Practice Station ➤ The remainder of the class works on independent tasks. ➤ Students actively participate in a debriefing session.
13	45-60	Introduce and Practice with Practice Station #4	<ul style="list-style-type: none"> ➤ Teacher introduces and explains each of the expectations and routines for Practice Station #4. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. ➤ Teacher quickly reviews each of the expectation and routines for small-group time and Practice Stations #1-3 as needed. ➤ Teacher chooses students to model some expectation and routines while the whole class watches. ➤ Teacher chooses students to go to the four areas introduced so far while the rest of the class work on 2-3 independent tasks (new groups may be rotated in as desired). ➤ Teacher monitors rooms, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #4 expectations and routines and discuss the importance of each with the whole group. ➤ Individual students model expectations and routines for others. ➤ Small groups work at each Practice Station ➤ The remainder of the class works on independent tasks. ➤ Students actively participate in a debriefing session.

Phase III: Multiple Tasks—Teacher Pulls One Group

		Introduce teacher working with small group	<ul style="list-style-type: none"> ➤ Teacher quickly reviews each of the expectations and routines for small-group time and Practice Stations as needed, emphasizing the “no interruption” concept. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. 	<ul style="list-style-type: none"> ➤ Students listen while teacher reviews expectations and routines. ➤ Individual students are asked to model for others what some of the expectation and routines mean. ➤ Students choose from Practice Station options.
14	45-60			

			<ul style="list-style-type: none"> ➤ Teacher gives the independent tasks for small-group time and the Practice Station options. ➤ Teacher pulls one group for about 10-15 minutes to work with who needs reteaching/preteaching. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students move freely from independent tasks and Practice Stations following the directions the teacher has given. ➤ Students actively participate in a debriefing session.
15	45-60		<ul style="list-style-type: none"> ➤ Same as Day 14 above 	<ul style="list-style-type: none"> ➤ Same as Day 16 above
Phase IV: Multiple Tasks—Teacher Pulls Multiple Groups				
16	45-60	From now on, any time a new activity or Practice Station is added for small-group time, the teacher should follow a similar routine as the one established above. When ready to begin Phase IV, the teacher may begin to pull multiple groups for an extended time (10-15 min. each group) using intervention and challenge materials and activities.		

SALTA Four Day Plan for Spelling Instruction

Day 1
<ul style="list-style-type: none">• Pre-test using spelling dictation for 5-7 words with students rewriting any word they missed correctly after each word is given.• Spelling Dictation Routine Card #7 or Word Parts Strategy Routine Card #4• Lesson in Reading Street with focus on the spelling pattern, rule or generalization
Day 2
<ul style="list-style-type: none">• Teacher Created Word Sort (can be done as a practice station)<ul style="list-style-type: none">• Possible Sorts:<ul style="list-style-type: none">• Prefix/non-prefix or Suffix/no suffix• Words related to the Question of the Week• Syllable types
Day 3
<ul style="list-style-type: none">• Student Created Word Sort (can be done as a practice station)<ul style="list-style-type: none">• Possible Sorts:<ul style="list-style-type: none">• Prefix/non-prefix or Suffix/no suffix• Words related to the Question of the Week• Syllable types
Day 4
<ul style="list-style-type: none">• Spelling Dictation: 10-20 words from teacher and student generated lists with targeted spelling pattern

Best Practices for Handwriting Instruction

Handwriting (both manuscript and cursive) is an important skill for students to learn. Teaching and practicing writing allows students to write letters correctly and efficiently. Fluent writers are able to focus on generating idea, producing grammatically correct text, and considering audience. Even when a student moves to a computer or other device, that writing fluency is important to the composing process.

-Utah State Office of Education

Direct, systematic, explicit teaching of handwriting improves students' overall written composition for many years. Students who are automatic with correct letter formation, including reasonable legibility and fluency, can cognitively attend to the higher-level skills associated with written tasks. Attention to higher-level skills is compromised when students have to focus their cognitive energy on letter formation. Best practices support the integration of handwriting instruction within other written tasks. Research indicates that early handwriting instruction improves students' written work, not just its legibility, but its quantity and quality as well (Graham, 2010; Moats, 2008).

Effective and Efficient Handwriting Instruction

Step 1: Provide 2-5 minutes of direct, explicit instruction during the Language Block using your Reading Street materials.

Instruction includes:

- Providing visual models around the room
- Using lined paper with labels for top/middle/bottom
- Connecting sound/spelling card, name and sound of letter (K-3)
- Using language to describe the strokes
- Writing letters in the air using whole arm and pointing with index and middle fingers to trace the letter
- Monitoring student posture and grip as necessary
- Focusing on accuracy, then fluency

Step 2: Embed additional practice in spelling/word study, writing, or conventions instruction

Step 3: Practice Stations can be used for additional, brief practice opportunities

Handwriting Standards from the Utah Core: *Language Standard 1*

Kindergarten

- a) With guidance and support, identify and write many upper - and lowercase letters, including those in the student's name.

1st Grade

- a) Independently identify and legibly write all upper-and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
- b) Produce grade-appropriate text using legible writing.

2nd Grade

- a) Fluently, independently, and legibly write all upper- and lowercase letters.
- b) Produce grade-appropriate text using legible writing.
- c) Understand that cursive is different from manuscript.

3rd Grade

- a) Independently and legibly write all upper- and lowercase cursive letters.
- b) Produce grade-appropriate text using legible cursive writing.

4th Grade

- a) Fluently, independently, and legibly write all upper and lower case cursive letters.
- b) Produce grade-appropriate text using legible cursive writing.

5th Grade

- a) Maintain legible and fluent cursive writing.

Zaner-Bloser or D'Nealian? It is recommended that each school will need to adopt one manuscript type Zaner-Bloser or D'Nealian. It is essential that whatever is decided is vertically aligned so that students can build their fluency in the selected type without having to learn a different style each year. There are benefits to both types of manuscript and your Reading Street materials provide guidance for each. The table below offers considerations to inform your decision.

Zaner-Bloser	D'Nealian
<ul style="list-style-type: none">• Students often enter kindergarten already knowing how to form some letters	<ul style="list-style-type: none">• Smoother and faster transition to cursive
<ul style="list-style-type: none">• More closely matches the print students are reading	<ul style="list-style-type: none">• Reduces "b" and "d" letter confusion

Note: Difficulty in forming letters is not related to cognitive skills, but to fine motor movement. Movements using a rigid fist grip come from the muscle of the upper arm, not smaller hand movements. Strengthening the muscle of the upper arm will help handwriting development (Moats, 2008).

Handwriting Samples

Manuscript Alphabet

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160

D'Nealian™ Alphabet

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159

D'Nealian™ Cursive

REPRODUCIBLE

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158

Writing Practices

During school day, best instructional practice emphasizes writing across content areas and integrated throughout the entire school day. There are both formal and informal practices, which include Writing to Learn and Product Writing.

The purpose of Writing to Learn:

- Develop fluency
- Practice written vocabulary and academic language
- Practice communicating ideas formally and informally
- Assess comprehension

During Writing to Learn tasks, students engage in two of the five levels of writing: 1) To get ideas down, and 2) To exhibit knowledge on a topic. (Shown as Writing on Demand within Reading Street)

The purpose of Product Writing:

- Knowledge on a topic or text
- Well developed composition with organization
- Transitions, precise language and formal language
- Refinement of writing skills
- Conventions and grammar
- Evaluation and feedback
- Publishing

During Product Writing students engage in three of the five levels of writing: 3) Writing to be read and reviewed, revised and edited. 4) Writing to be critiqued, revised and edited. 5) Writing to be published.

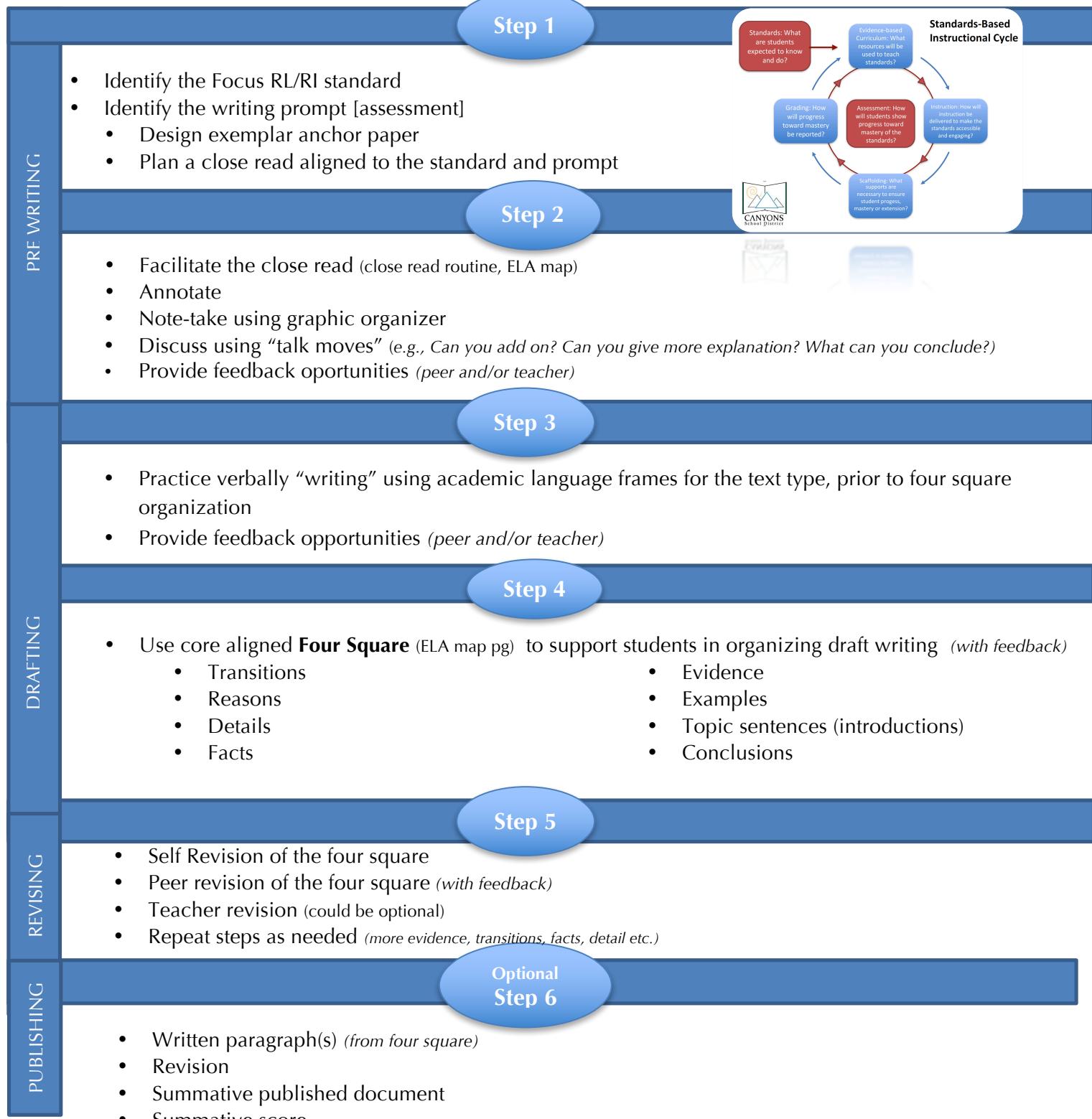
Levels	Examples
1. Writing to get ideas down	Brainstorming, listing, graphic organizer
2. Writing to exhibit knowledge on a topic	Short answers, journals, learning logs
3. Writing to be read and reviewed, revised and edited	First draft of report, essay, narrative
4. Writing to be critiqued, revised and edited	Final draft of report, essay, narrative
5. Writing to be published	Shared with a wider audience (e.g. <i>Reflections</i>)

Some of the examples in the following pages include the four square structure for both writing to learn and product writing. Included are four square templates that align to grade level core and text types. Additionally, there are examples and suggested performance tasks aligned to the Reading Street Unit and Writing to Sources Book.

Framework for Elementary Product Writing

"As we read and discuss complex text with students, we look for the organizational structures and methods writers use for presenting information. We should always be moving students 'from conversation to composition'. In doing so, we show students how others use evidence, how they can locate evidence and how they can use evidence in verbal and written communication."

Fisher,D. and Frey,N. 2014. Close Reading and Writing From Sources.

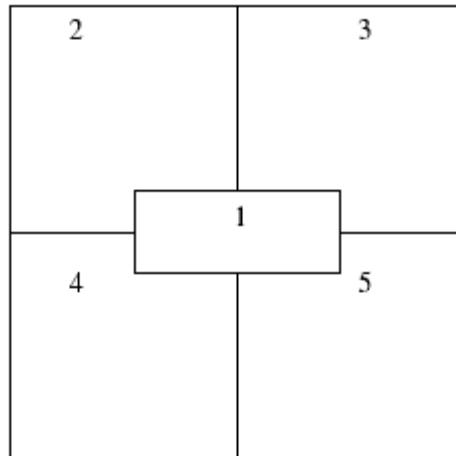


"Four Square" Writing Overview

You can easily write properly structured paragraphs with a topic sentence and conclusion using a simple graphic organizer – "the four-square." With further practice, you will learn to write well-developed compositions of five or more paragraphs, complete with introductory and concluding paragraphs.

Step 1: Write or draw your topic sentence based on your writing prompt or topic.

Divide an entire piece of notebook paper into equal quarters, leaving a large rectangle in the center (as illustrated below.) Once you have formulated your position into a main idea (K-1), topic sentence (2-3), **write your Main Idea or Topic Sentence in Box 1.**



The main idea (topic sentence) is placed in the center box of the four square (box 1). Boxes 2, 3, and 4 are used for supporting ideas. The lower right box (box 5) is used to build a summary or concluding sentence. This "wrap-up" sentence encompasses all the ideas developed in the four-square, and is the basis of developing good introductory and concluding paragraphs in the essay.

Step 2: Write or draw three supporting ideas (reasons, details or facts).

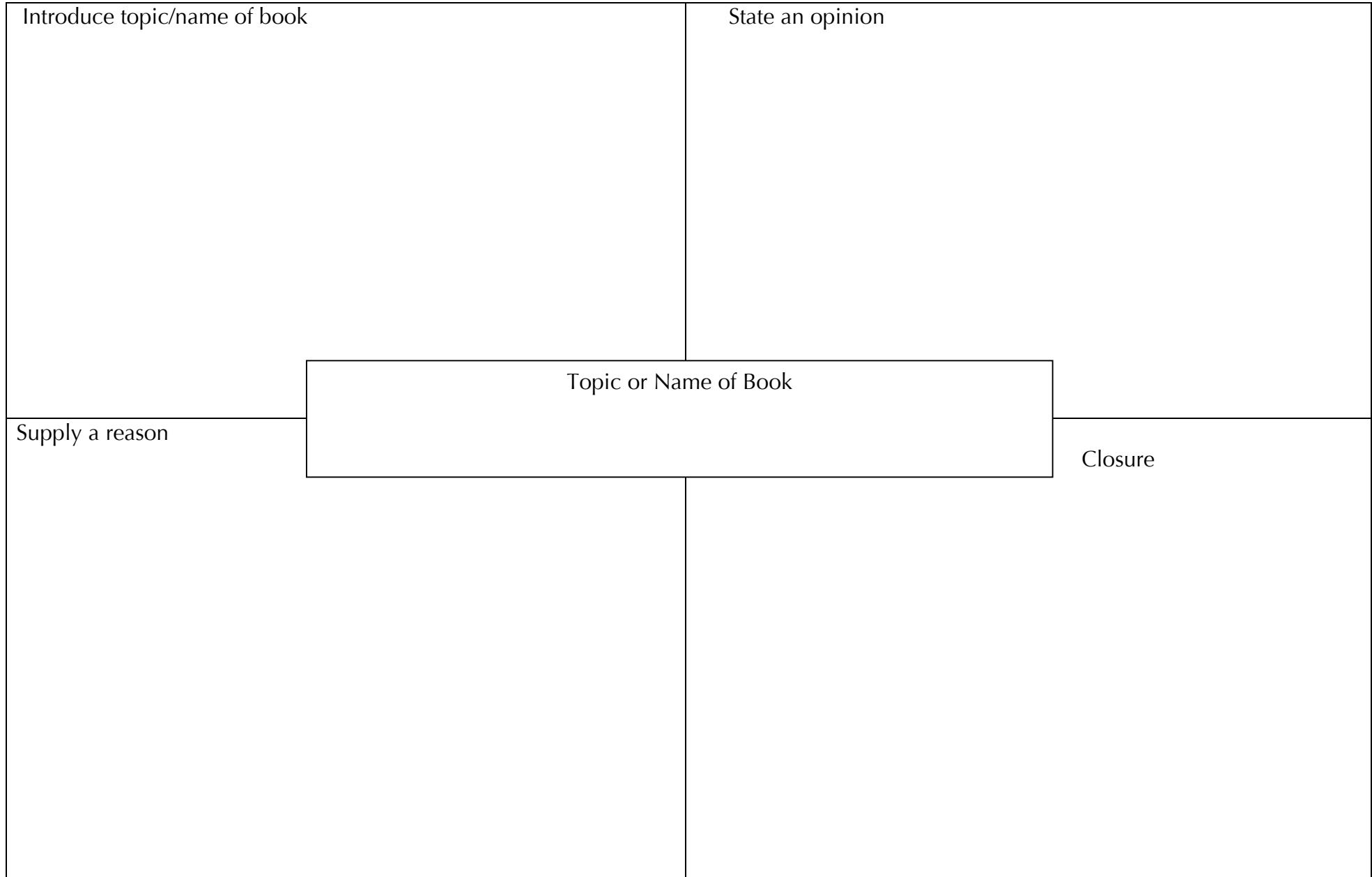
Once you've written your topic or prompt in Box 1, BRAINSTORM three supporting ideas (Write these in Boxes 2, 3 and 4.) Finally, write a concluding sentence in Box #5. Now the center box will contain a complete sentence (topic sentence based on your prompt), and boxes 2, 3, and 4 will contain supporting ideas (reasons, details or facts) that prove or support box 1. These ideas must be all different from one another, real, and not simple opinions.

Step 3: 4 Square + T: Adding Transitional words to provide transition between thoughts- By now you are developing your ideas (box 1) into three reasons, details or facts (boxes 2, 3, and 4). Transition words are now needed to provide smooth transitions and reading between what will eventually become sentences or paragraph(s).

Step 4: Add a concluding statement- write a concluding sentence in Box #5. The concluding ties all the parts together, reminds the reader of the topic and purpose for the paragraph and reflects the topic sentence.

Step 5: Develop your ideas in drawings/sentences/paragraph(s) on a separate sheet of paper. Your drawing/sentences/paragraph(s) are now taken off the organizer and put on a separate sheet of paper, which will give you plenty of room to add to your drawing/sentences/paragraph(s).

Name: _____

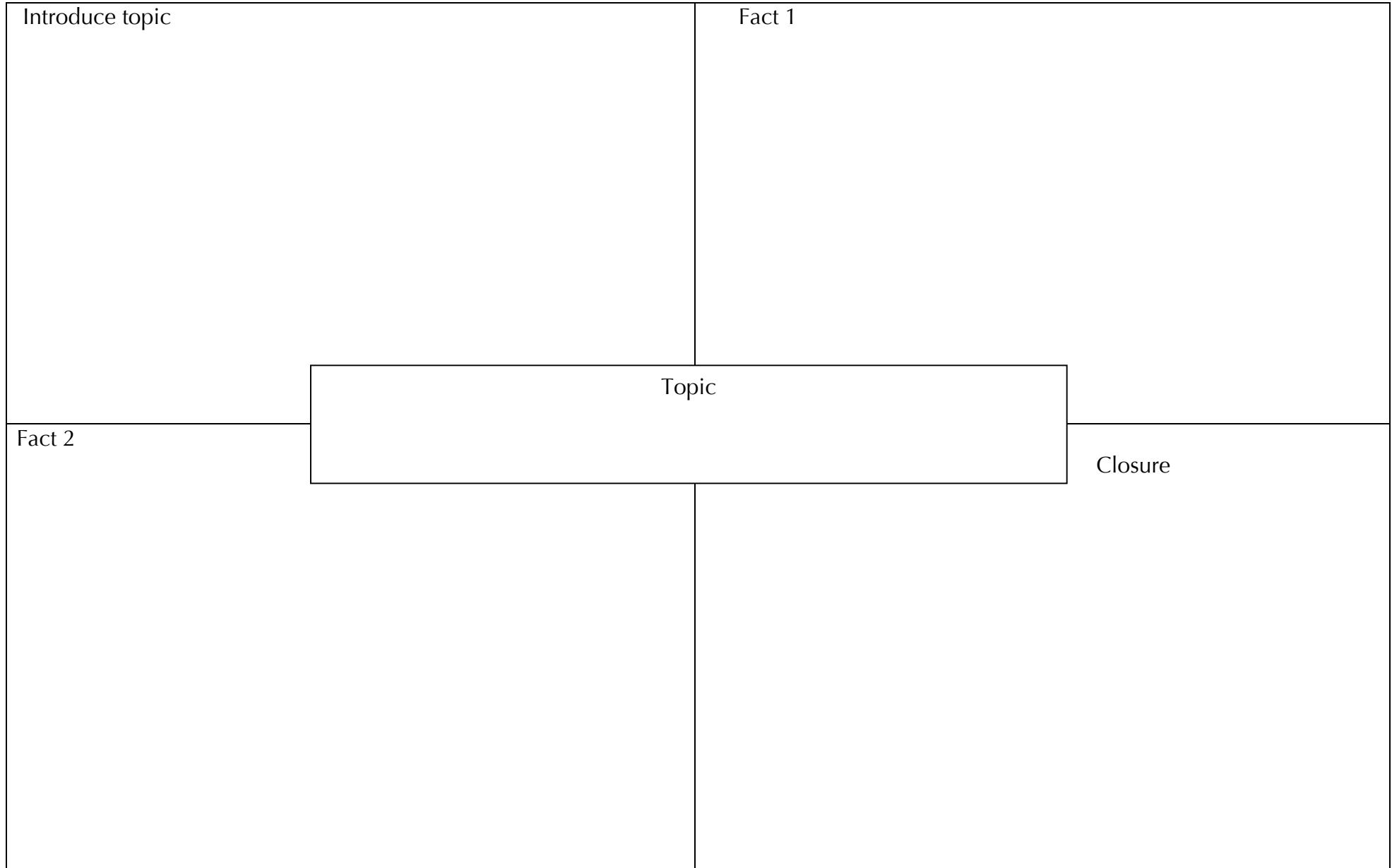


Opinion Writing Rubric

1st Grade

Score	Statement of Purpose / Focus and Organization (4-point rubric)	Conventions/Editing (2-point rubric begins at score point 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Introduce the topic/name the book they are writing about • State an opinion • Supply reasons • Provides closing statement or section 	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Introduce the topic/name the book they are writing about • State an opinion • Supply a reason • Provide some sense of closure 	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic or opinion • Unclear or irrelevant reason • Unclear closure 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Capitalizes the first word in a sentence, dates, names of people, and the pronoun / • Uses end punctuation • Uses commas in dates and to separate single words in a series • Uses 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 • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic or opinion • No reason • No sense of closure 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • Errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling
0		<p>The response demonstrates a lack of command of conventions.</p>
NS	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	

Name: _____



<h3 style="text-align: center;">Informative Writing Rubric</h3> <h4 style="text-align: center;">1st Grade</h4>		
Score	Statement of Purpose / Focus and Organization (4-point rubric)	Conventions/Editing (2-point rubric begins at score point 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • State the topic • Supply 3 or more facts about the topic • Provides closure 	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • State the topic • Supply 1-2 facts about the topic • Provide some sense of closure 	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic • Confusing or irrelevant facts about the topic • Minimal or no sense of closure 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Capitalizes the first word in a sentence, dates, names of people, and the pronoun <i>I</i> • Uses end punctuation • Uses commas in dates and to separate single words in a series • Uses 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 • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • No stated topic • No facts included • No sense of closure 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • Errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling
0		<p>The response demonstrates a lack of command of conventions.</p>
NS	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	

Name: _____

First,

Next,

Title:

Then,

Finally,

1st Grade Narrative Writing Rubric

Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
4	Narrative is clearly focused and developed throughout.	Narrative has a well-developed, logical, easy-to-follow plot.	Narrative includes thorough and effective use of details, dialogue, and description	Narrative uses precise, concrete sensory language as well as figurative language and/or domain-specific vocabulary.	Narrative has correct grammar, usage, spelling, capitalization, and punctuation.
3	Narrative is mostly focused and developed throughout.	Narrative has a plot, but there may be some lack of clarity and/or unrelated events.	Narrative includes adequate use of details, dialogue and description.	Narrative uses adequate sensory and figurative language and/or domain-specific vocabulary.	Narrative has a few errors but is completely understandable.
2	Narrative is somewhat developed but may occasionally lose focus.	Narrative's plot is difficult to follow, and ideas are not connected well.	Narrative includes only a few details, dialogues, and description.	Language in narrative is not precise or sensory; lacks domain-specific vocabulary.	Narrative has some errors in usage, grammar, spelling and/or punctuation.
1	Narrative may be confusing, unfocused, or too short.	Narrative has little or no apparent plot.	Narrative includes few or no details, dialogue or description	Language in narrative is vague, unclear, or confusing.	Narrative is hard to follow because of frequent errors.
0	Narrative gets no credit if it does not demonstrate adequate command of narrative writing traits.				

Utah Core Standards

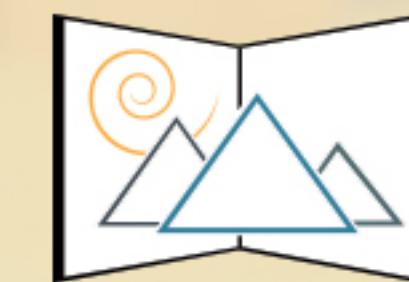
Writing 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Elementary Mathematics 2016-2017



1st

Grade



CANYONS
School District

Table of Contents

SECTION 1: OVERVIEW

Introduction	page 1
General Instructions	page 2-4

SECTION 2: STANDARDS and SUPPORTS

SALTA Materials Math	page 5
Math Exemplars	page 6-17
Project M ² and M ³	page 18
Problem Based Learning Routine	page 19-20
Systematic Vocabulary Routine Math	page 21
Evidence-Based Instructional Priorities Applied to Math	page 22
Utah Core Standards Overview	page 23
Utah Core Standards for Mathematics	page 24-28
Utah Core Standards for Mathematics Old and New	page 29-34
Utah Core Standards Mathematics Progressions	page 35-39
Utah Core Standards for Mathematical Practice	pages 40-41
CSD Math Block	pages 42
Skill-Based Instruction	pages 43-44

SECTION 3: SCOPE & SEQUENCE

Year At-A-Glance	page 45-46
Scope and Sequence	page 47-84
Money Lesson Plan	page 85-88

SECTION 4:

North Carolina Instructional Support Tools	pages 89-122
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ENVISION MATH CURRICULUM MAP
CANYONS SCHOOL DISTRICT
2016-2017

Curriculum Mapping Purpose

Canyons School District's curriculum math maps are standards-based maps driven by the Utah Core State Standards for Mathematics and implemented using Pearson enVisionMATH 2.0. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there. The additional instructional days were intentionally built into the map to allow teachers to go into more depth on concepts and allow flexible pacing based on student need. Supporting resources for these additional days can be found in the General Information section.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices in both instruction and assessment.
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students.

Canyons School District elementary math maps are created and published by the CSD Instructional Supports Department

General Information

Pacing

This curriculum map provides guidance for intertwining the Utah Core Math Standards and the enVision 2.0 curriculum. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, targeted standard clusters have been identified. Attending to these targeted standards will allow teachers to focus instruction for the given topic and better assess students' understanding of each standard.

Intentional Planning

For each domain, the map specifies both procedural checks and application tasks. These tasks represent what students should know and be able to do after instruction. Understanding these tasks will assist with designing instruction around targeted standards and critical areas.

- **Procedural Check:** The purpose of the procedural check is to identify if students have the basic procedural understanding of the mathematical concept being highlighted.
- **Application Task:** The purpose of the application task is to assess student ability to understand and apply the skill with a heightened level of depth and complexity.

Critical Areas for Conceptual Understanding

In addition to targeted standards, critical areas have been identified and are highlighted in blue within the scope and sequence of the map. Students are expected to demonstrate a conceptual understanding of these critical areas in order to be prepared for future grades.

Additional instructional days have been scheduled into the scope and sequence to provide additional time for increasing conceptual understanding of the standards. Conceptual understanding requires a focus of depth and complexity which may go beyond the enVision lessons. The following resources may be useful for extending instruction to address depth of knowledge demands of the standards.

Online:

Illustrative Mathematics: Mathematical tasks aligned to the standards <https://www.illustrativemathematics.org>

Inside Mathematics: More mathematical tasks aligned to the standards

<http://www.insidemathematics.org/index.php/tools-for-teachers>

Illuminations: Lessons, interactives, and web links to support math instruction. <http://illuminations.nctm.org>

Print Resources:

Elementary and Middle School Mathematics: Teaching Developmentally by John A. Van De Walle

Assessment

Throughout the enVision 2.0 curriculum there are many opportunities to check for understanding with items such as the Quick Check, Do You Understand? Show Me, and Guided Practice. In addition, each topic ends with a Topic Assessment that can be given digitally or paper/pencil as well as a Performance Assessment.

Focused Review

It is critical to provide an ongoing review of previously taught concepts and skills. Teacher-directed, interactive reviews daily are ideal to assess student learning and inform instruction. Daily Common Core Review is provided daily within the enVisionMATH 2.0 program and may be used to provide a cumulative review. The math block allocates 5-10 minutes for a daily, focused review.

Homework

The struggle to develop new concepts should occur while the teacher is available to support and scaffold the learning and correct students' errors in thinking. Work that is sent home for students to complete should consist of concepts that have already been taught in class, been practiced, and the student can already do independently. Math homework should be used to build automaticity of skills already acquired and not for development of new skills without instruction. Practicing concepts incorrectly at home can reinforce errors in thinking and cause frustration for students and families. Practicing the skill to automaticity with homework assignments is appropriate after students have acquired the skill. *Reflex Math* is available for students in grades 2-5 and can be accessed at home as well as at school. *Reflex Math* helps students develop fluency with their basic facts in addition, subtraction multiplication and division and could be assigned as homework to support students' automaticity.

Canyons School District elementary math maps are created and published by the CSD Instructional Supports Department

Online Supports for Unpacking the Core

For additional information about teaching math standards, please visit the following websites:

USOE Curriculum Guides <http://csdmathematics.weebly.com/usoe-elementary-curriculum-guides.html>

North Carolina <http://www.ncpublicschools.org/acre/standards/common-core-tools/#unpacking>

Howard County Public Schools <https://grade4commoncoremath.wikispaces.hcpss.org> (Change grade number to match yours—
grade_commoncoremath.wikispaces.hcpss.org)

Delaware—Under assessment examples http://www.doe.k12.de.us/aab/Mathematics/assessment_tools.shtml

EngageNY—Mathematics Modules--<http://www.engageny.org/mathematics>

Canyons School District elementary math maps are created and published by the CSD Instructional Supports Department

SALTA Materials Math

CORE

All SALTA students are taught the Utah **CORE** standards. Core standards are evidence-based, aligned with expectations for success in college and the workplace, and will allow students to compete internationally. The new standards stress rigor, depth, clarity, coherence, and 21st century skills, to prepare students for college and careers.

EXTEND

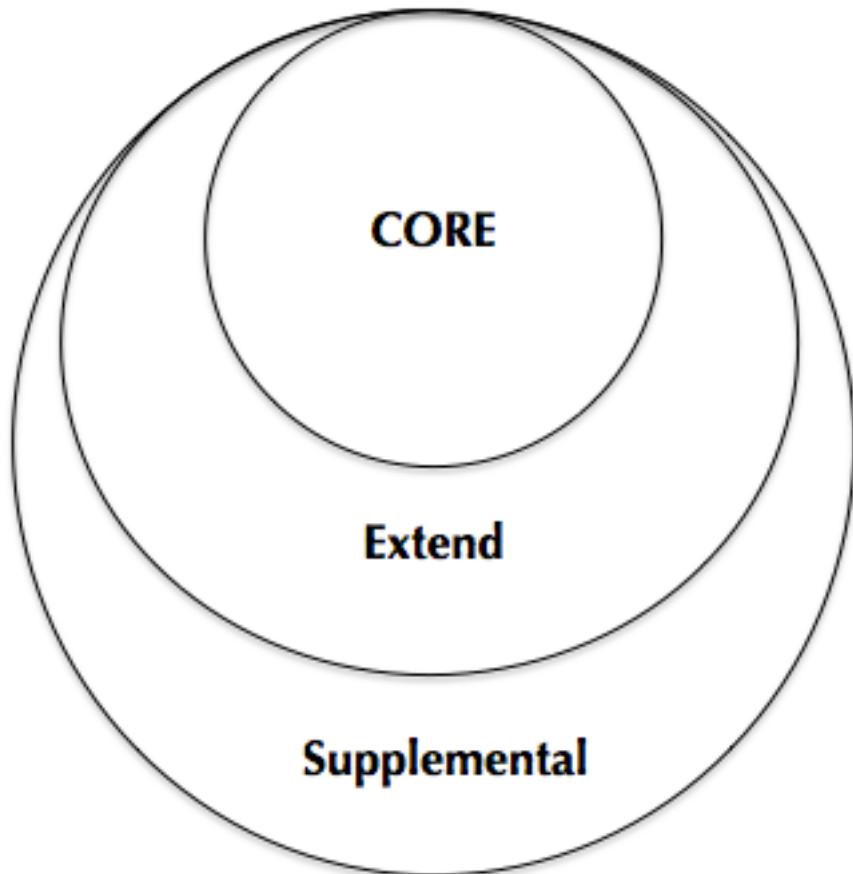
Extension of core standards provides students with activities that are added to **CORE** to enlarge or deepen understanding. Examples of **EXTEND** include:

- Math Exemplars
- Extending the Challenge (A & B), Sheffield (ExCh)
- Extended Learning Opportunities (ExLO)
- Project-Based Learning (PBL)

SUPPLEMENTAL

Supplemental resources are materials and activities in addition to ones found in **EXTEND** and **CORE**. Examples of **SUPPLEMENTAL** include:

- Math M² & M³
- Mathematics Unit for High-Ability Learners



Math Exemplars

About This Material

Problem Solving for the Common Core is not a “test prep” program, but rather a supplement to existing curricula. It is based on research that shows that students who engage in challenging and interesting work will perform at higher levels than those who do not.¹ (31)

The performance tasks in this program were written according to Universal Design guidelines and developed to support teachers in implementing the Common Core State Standards for Mathematical Content and Standards for Mathematical Practice. This resource is intended to help teachers embed mathematical problem solving into classroom instruction and assessment. Both instructional tasks/formative assessments and summative assessment tasks are provided for every applicable Common Core content standard. Alignments to the Standards for Mathematical Practice are also included.

By publishing authentic problem-solving tasks, Exemplars material engages students and promotes mathematical reasoning, making mathematical connections and communication skills. Our Preliminary Planning Sheets are designed to support teachers as they reflect on the tasks they intend to use. Rubrics and student anchor papers (hallmarks of Exemplars) assist teachers in assessing student performance. Students can also use these to become thoughtful self- and peer-assessors.

1. Bryk, Anthony S., Jenny K. Nagoaka, and Fred M. Newmann, *Authentic Intellectual Work and Standardized Tests: Conflict of Coexistence?* (Chicago: Consortium on Chicago School Research, 2001).²

The Different Task Types

The tasks found in *Problem Solving for the Common Core* have been classified as either an instructional task/formative assessment or a summative assessment.

- **Instructional Tasks/Formative Assessments**

Throughout this program, there are four (or more) instructional/formative assessment problem-solving tasks for every applicable Common Core content standard. These are viewed as opportunities for students to learn new mathematical strategies, vocabulary and notation and representations. Students can also explore mathematical connections and self-assess their solutions. These tasks may be done alone, in pairs, groups or as a whole class. Direct instruction may also be used to question and support classroom discussion around the underlying mathematical concepts in a task.

Teachers should use these problem-solving tasks to observe and support student understanding. As part of this process, conferencing and editing can occur and students can revisit their work as often as necessary. Teachers can use similar tasks throughout a unit of study to give a student multiple opportunities to use new learning in her or his solution and to gain independence in arriving at a correct answer.

- **Summative Assessment Tasks**

Throughout this program, there are summative assessment tasks for every applicable Common Core content standard. These problem-solving tasks are given at the end of a unit of study to assess students' understanding. A set of anchor papers and scoring rationales are provided with these tasks.

In order to achieve a true assessment of what the student understands and is able to do, in words of the Common Core, there should be a wait time of at least one day between the last instructional task/formative assessment and the summative assessment. A similar assessment task may also be given to students much later in the year if a teacher wants to spiral back to determine how much learning is retained.

Summative assessment tasks can be read to the students, and any non-mathematical terms may be defined. Tasks can be reread during the student's work time, and scribing may be provided for any non-writing or primary students. No coaching or directions can be given for how a task should be completed. A summative assessment **must** represent a student's totally independent solution.

Note: Embedded Standards

There are instances throughout this program where the underlying math concept in a Common Core content standard is "embedded" within a task, but the standard is not directly aligned to the task. A student *may* use the underlying math concept in an embedded standard to solve the problem but cannot be *required* to use that math concept, due to the open-ended nature of problem solving. These tasks should not be given as an assessment but rather used with students to practice a particular math concept or skill.

Content Standard Classification

In *Problem Solving for the Common Core*, each Common Core content standard has been classified in one of three ways: Aligned, Embedded or Not Applicable. Descriptions for each are found below.

- **Aligned**

This classification refers to problem-solving tasks (instructional/formative and summative) that are directly "aligned" to a specific content standard. These tasks can be used for practice and/or assessment. Summative assessment tasks include anchor papers and scoring rationales.

- **Embedded**

This classification refers to instances where the underlying math concept in the content standard is "embedded" within a task, but the standard is not directly aligned to that task. A student *may* use the underlying math concept in the standard to solve the problem but cannot be *required* to use that math concept, due to the open-ended nature of problem solving. These tasks should not be given as an assessment but rather used with students to practice a particular math concept or skill.

- **Not Applicable**

Content standards that have been classified as "not applicable" cannot be assessed through problem solving. For this reason, tasks have not been included for these particular standards. For example, the Kindergarten Counting and Cardinality Standard, K.CC.B.4a states, "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." This standard specifically describes a principle of counting (one-to-one correspondence) that does not elicit DOK3 tasks.

Math Exemplars

Student Portfolios

Throughout the school year, Exemplars encourages teachers to keep two student portfolios. The first could be either a pocket folder or binder that contains a student's instructional tasks/formative assessments. These "working portfolios" should be placed in the classroom where students can access them on a regular basis. The second should be a file that the teacher keeps to store each summative assessment problem-solving task that a student completes.

The working portfolio allows teachers to assess what the student knows using four guiding lenses.

- What do I know this student knows?
- What does this student need to practice?
- What does this student need to relearn?
- What is this student ready to learn (do next)?

Instructional tasks/formative assessments are viewed as opportunities for students to learn new mathematical strategies, vocabulary and notation and representations. Students can also explore mathematical connections and self-assess their solutions. These tasks may be done alone, in pairs, in groups or as a whole class. Direct instruction may also be used to question and support classroom discussion around the underlying mathematical concepts in a problem.

Teachers should use formative assessment tasks to observe and support student understanding. As part of this process, conferencing and editing can occur and students can revisit their work as often as necessary. Teachers can use similar tasks throughout a unit of study to give a student multiple opportunities to use new learning in her/his solution and to gain independence in arriving at a correct answer.

In contrast, summative assessment tasks are given at the end of a unit of study. Summative assessment tasks are identified throughout *Problem Solving for the Common*. These tasks include a set of anchor papers and scoring rationales.

In order to achieve a true assessment of what the student understands and is able to do, in words of the Common Core, there should be a wait time of at least one day between the last formative assessment and the summative assessment. A similar assessment task may also be given to students much later in the year if a teacher wants to spiral back to determine how much learning is retained.

Summative assessment tasks can be read to the students, and any non-mathematical terms may be defined. Tasks can be reread during the student's work time, and scribing may be provided for any non-writing or primary students. (For more information on scribing, refer to the section "Scribing at the Primary Level.") No coaching or directions can be given for how a task should be completed. A summative assessment must represent a student's totally independent solution.

Portfolio Components

A student's working portfolio should include:

- Class pieces
- Scaffold pieces
- Homework pieces
- Edited pieces done after class instruction in the mathematics/problem-solving strategy of the task
- Conferenced pieces with directed editing
- Pieces used as a class to learn strategies, vocabulary and representations
- Pieces used to help students learn to organize and write their solutions
- Tasks used as direct instruction to learn the criteria of the scoring guide
- Tasks for independent student practice

A summative assessment portfolio should include:

- a student's independent problem-solving work that demonstrates what he or she knows and is able to do

Math Exemplars

Using the Preliminary Planning Sheets

The Preliminary Planning Sheet (PPS) serves as the teacher's "blueprint" for each performance task and is a useful tool in lesson preparation. This resource enables teachers to foresee what instruction should be done before the task is used for assessment. It may also be used to anticipate which math concepts and skills students might be required to use.

Each PPS includes the following information:

- the *Underlying Mathematical Concepts* related to the task
- some *Possible Problem-Solving Strategies* that students might use
- some *Possible Mathematical Vocabulary/Symbolic Representation* that students might use
- the *Possible Solutions* that students might find
- some *Possible Connections* that students could make

PPSs are provided with every task. In the summative assessment setting, PPSs are meant to support teachers in assessing student work with the Exemplars rubric. A student may use mathematical vocabulary/strategies/connections/representations that are not evident in any of the anchor papers but are noted on the PPS for the teacher to reference. (Students may also use additional mathematical vocabulary/strategies/connections/representations that are not noted on the PPS or anchor papers, but are mathematically relevant.)

Accessing Preliminary Planning Sheets

The PPS for any problem may be accessed and printed from the "Plan" section of a task. The information contained in the PPS is also visible in the task overview. Blank PPSs may be found under the "Classroom Resources" section and accessed through your dashboard.

Preliminary Planning Sheet

Task Name: _____

Domain:

Standard:

Math Practices:

Major Underlying Mathematical Concepts

Possible Problem-Solving Strategies

Possible Mathematical Vocabulary/Symbolic Representation

Possible Solution(s)

Possible Connections

Math Exemplars

Understanding Differentiated Tasks

The instructional tasks/formative assessments in *Problem Solving for the Common Core* have been differentiated to include a “more accessible” and a “more challenging” version of the original problem. This feature allows teachers to meet the needs of students at various levels as they explore and practice new math concepts. The summative assessment tasks in this resource are not differentiated. In order to meet the standard, students need to successfully complete a summative assessment without differentiation.

Individual PDFs of the task overheads may be printed for students at each of the three levels. Once printed, teachers may refer to the symbols in the header to identify the various levels.

Symbol Key:

- - Represents the “original” version of the task.
- △ - Represents the “more accessible” version of the task.
- - Represents the “more challenging” version of the task.

Student work and anchor papers are provided only for the original version of the task.

Teachers can make additional alterations as well. For example, under the Common Core Domain Number and Operations, a task could be altered to meet the developmental needs of an individual student. If a kindergarten student only has number sense to 10, a blue block/red block patterning task asking the student to note the color of the 15th block could be edited to the 10th block. Teachers, however, should be careful not to alter the underlying concept(s) of the problem-solving tasks.

Using Anchor Papers and Scoring Rationales

Anchor papers provide examples of student work that meets or does not meet a Common Core standard. Each scoring rationale explains why.

The summative assessment tasks in this program include student anchor papers at four levels of performance: Novice, Apprentice, Practitioner (meets the standard) and Expert. Exemplars anchor papers are accompanied by a set of scoring rationales that describe why each piece of student work is assessed at a specific performance level. Rationales are given for each of the five criteria in Exemplars assessment rubric (Problem Solving, Reasoning and Proof, Communication, Connections, Representations). The anchor paper is then given an “overall” assessment score or achievement level.

Anchor papers and scoring rationales are designed to provide guidelines and support for teachers as they assess their own students’ performance in problem solving. They can also be shared with students as examples of what work meets the standard and why or as a basis for self- and peer-assessment.

In many cases, there is more than one anchor paper associated with a level of performance. These are intended to demonstrate different strategies a student might use or different misconceptions a student might have.

Guiding Questions

Many students enjoy making connections once they learn how to reflect and question effectively. Below are a series of questions that students might consider as they are trying to identify connections:

- What could happen next if I add another ...?
- Are there other mathematical terms I can use?
- Is there another way I can state my thinking? (5 pennies is a nickel, 100 centimeters is one meter, two eyes is a pair, a square is a rectangle, a trapezoid can look different from the red pattern block)
- Is the solution (all the work including the answer) reasonable?
- How is this problem like another problem I did, and what is the mathematical similarity?
- How is this mathematically like something that is in “real life” and how can I explain the mathematics?
- How can I verify that my answer is correct?
- Is there a general rule?
- Is there a mathematical phenomenon in my solution?
- Can I test and accept or reject a hypothesis or conjecture about my solution?

Math Exemplars

About Exemplars Rubrics

Exemplars math rubrics may be downloaded from your dashboard.

Exemplars Assessment Rubric

An important component of this program is the Exemplars Assessment Rubric. Our scoring rubric allows teachers to examine student work against a set of analytic assessment criteria to determine where the student is performing in relationship to each of these criteria.

This assessment tool is designed to identify what is important, define what meets the standard and distinguish between different levels of student performance. The Exemplars rubric consists of four performance levels — Novice, Apprentice, Practitioner (meets the standard) and Expert — and five assessment categories (Problem Solving, Reasoning and Proof, Communication, Connections and Representation). Our rubric criteria reflect the Common Core Standards for Mathematical Practice and parallel the NCTM Process Standards.

Exemplars Student Rubrics

Rubrics can provide students with valuable information about what is expected and what kind of work meets the standard. They can also be used as a basis for self- and peer-assessment. In addition to our assessment rubric, Exemplars has also created one for students called the Jigsaw Rubric.

A excellent description of how to introduce rubrics to your students resides on Exemplars web site:

<http://www.exemplars.com/resources/rubrics/introducing-rubrics-to-students>.

Using the Assessment Rubric

The student work in *Problem Solving for the Common Core* is assessed analytically. That is, each criterion of the Exemplars Assessment Rubric — Problem Solving, Reasoning and Proof, Communication, Connections and Representations — is taken into consideration individually when assessing the work. For each criterion, the work is assessed as Novice, Apprentice, Practitioner (meets the standard), or Expert.

The work is then given an Achievement Level Score. In coming to the overall assessment (achievement level), a paper cannot receive a score higher than the lowest score on any of the five criteria. Thus, if a student does not have any representation on her or his work, the “Representation” score would be Novice and the achievement level would be assessed at Novice. If a student has an Apprentice score in “Communication” and all other scores are Practitioner, the student’s achievement level would be assessed at Apprentice. In order to meet the standard, a student has to achieve the Practitioner level or above for each of the five criteria. Because the Exemplars rubric is performance based, it is not possible to take a mode or mean “grade” from the assessed criteria.

While many schools and districts require an overall achievement level for a task, others do not. What is important is to know where the student stands on each criterion and what the next steps are for that student.

Below are sample scoring boxes used to assess a student’s work. (Throughout *Problem Solving for the Common Core*, we have included completed assessment boxes at the top of each piece of student work.) Each box addresses the criteria found in the Exemplars rubric and the corresponding scoring rationales. The sample scoring boxes featured below show scores that would merit the following achievement levels (respectively): Novice, Apprentice, Practitioner, Apprentice, Novice, and Expert.

Key:

Assessment Rubric Criteria		Achievement Level	
P/S	Problem Solving	N	Novice
R/P	Reasoning and Proof	A	Apprentice
Com	Communication	P	Practitioner
Con	Connections	E	Expert
Rep	Representation		
ACLV	Achievement Level		

Sample Scoring Boxes:

P/S	R/P	Com	Con	Rep	ACLV
P	P	N	P	A	N
P/S	R/P	Com	Con	Rep	ACLV
P	P	A	P	P	A
P/S	R/P	Com	Con	Rep	ACLV
P	P	E	P	P	P
P/S	R/P	Com	Con	Rep	ACLV
E	E	E	E	A	A
P/S	R/P	Com	Con	Rep	ACLV
P	P	A	N	N	N
P/S	R/P	Com	Con	Rep	ACLV
A	P	P	P	P	A
P/S	R/P	Com	Con	Rep	ACLV
E	E	E	E	E	E

***Exception to the Rule**

The National Council for the Teachers of Mathematics has suggested that the “Connections” criterion can be demanding for students because it requires more cognitive thinking and reflection. (For more information and tips on this subject refer to the section “Understanding Mathematical Connections.”) Therefore, there is one exception to the Achievement Level Score. If a student has all Apprentice scores or above but a Novice in “Connections,” the student may receive an achievement level score of Apprentice. The student cannot be a Practitioner (or Expert) because not all of the criteria scores meet the standard.

An example of this can be seen below:

P/S	R/P	Com	Con	Rep	ACLV
P	P	P	N	P	A
P/S	R/P	Com	Con	Rep	ACLV
P	P	A	N	P	A

The rationale behind this decision is that if a student has correct problem solving and reasoning as well as communication and a correct representation but did not make a mathematical connection, it would be very difficult to assign the student an achievement level of Novice, because the thinking and the solution are correct. This “exception” to the rule is well received by many schools that are looking for a way to give an overall assessment score to a student’s problem-solving piece.

Exemplars® Standards-Based Math Rubric

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice	<p>No strategy is chosen, or a strategy is chosen that will not lead to a solution.</p> <p>Little or no evidence of engagement in the task present.</p>	<p>Arguments are made with no mathematical basis.</p> <p>No correct reasoning nor justification for reasoning is present.</p>	<p>No awareness of audience or purpose is communicated.</p> <p>No formal mathematical terms or symbolic notations are evident.</p>	<p>No connections are made or connections are mathematically or contextually irrelevant.</p>	<p>No attempt is made to construct a mathematical representation.</p>
Apprentice	<p>A partially correct strategy is chosen, or a correct strategy for only solving part of the task is chosen.</p> <p>Evidence of drawing on some relevant previous knowledge is present, showing some relevant engagement in the task.</p>	<p>Arguments are made with some mathematical basis.</p> <p>Some correct reasoning or justification for reasoning is present.</p>	<p>Some awareness of audience or purpose is communicated.</p> <p>Some communication of an approach is evident through verbal/written accounts and explanations.</p> <p>An attempt is made to use formal math language. One formal math term or symbolic notation is evident.</p>	<p>A mathematical connection is attempted but is partially incorrect or lacks contextual relevance.</p>	<p>An attempt is made to construct a mathematical representation to record and communicate problem solving but is not accurate.</p>

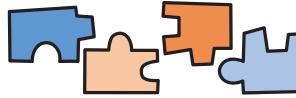
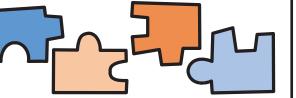
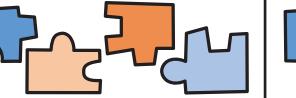
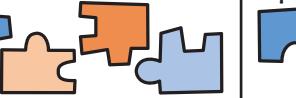
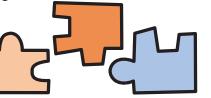
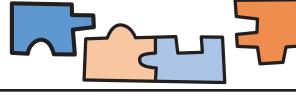
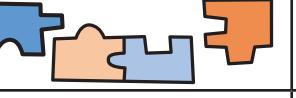
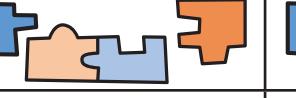
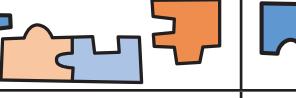
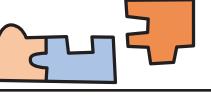
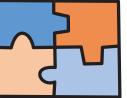
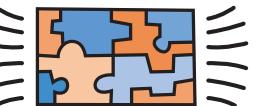
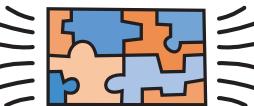
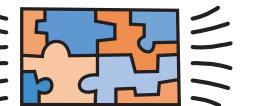
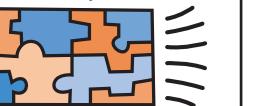
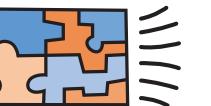
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Exemplars® Standards-Based Math Rubric (Cont.)

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Practitioner	<p>A correct strategy is chosen based on the mathematical situation in the task.</p> <p>Planning or monitoring of strategy is evident.</p> <p>Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present.</p> <p><i>Note: The Practitioner must achieve a correct answer.</i></p>	<p>Arguments are constructed with adequate mathematical basis.</p> <p>A systematic approach and/or justification of correct reasoning is present.</p>	<p>A sense of audience or purpose is communicated.</p> <p>Communication of an approach is evident through a methodical, organized, coherent, sequenced and labeled response.</p> <p>Formal math language is used to share and clarify ideas. At least two formal math terms or symbolic notations are evident, in any combination.</p>	<p>A mathematical connection is made. Proper contexts are identified that link both the mathematics and the situation in the task.</p> <p>Some examples may include one or more of the following:</p> <ul style="list-style-type: none"> clarification of the mathematical or situational context of the task exploration of mathematical phenomenon in the context of the broader topic in which the task is situated noting patterns, structures and regularities 	<p>An appropriate and accurate mathematical representation is constructed and refined to solve problems or portray solutions.</p>
Expert	<p>An efficient strategy is chosen and progress towards a solution is evaluated.</p> <p>Adjustments in strategy, if necessary, are made along the way, and/or alternative strategies are considered.</p> <p>Evidence of analyzing the situation in mathematical terms and extending prior knowledge is present.</p> <p><i>Note: The Expert must achieve a correct answer.</i></p>	<p>Deductive arguments are used to justify decisions and may result in formal proofs.</p> <p>Evidence is used to justify and support decisions made and conclusions reached.</p>	<p>A sense of audience and purpose is communicated.</p> <p>Communication at the Practitioner level is achieved, and communication of argument is supported by mathematical properties.</p> <p>Formal math language and symbolic notation is used to consolidate math thinking and to communicate ideas. At least one of the math terms or symbolic notations is beyond grade level.</p>	<p>Mathematical connections are used to extend the solution to other mathematics or to a deeper understanding of the mathematics in the task.</p> <p>Some examples may include one or more of the following:</p> <ul style="list-style-type: none"> testing and accepting or rejecting of a hypothesis or conjecture explanation of phenomenon generalizing and extending the solution to other cases 	<p>An appropriate mathematical representation is constructed to analyze relationships, extend thinking and clarify or interpret phenomenon.</p>

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Exemplars® Jigsaw Student Rubric

Level	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice Makes an effort No or little understanding	I did not understand the problem. 	My math thinking is not correct. 	I used no math language and/or math notation. 	I did not notice anything about the problem or the numbers in my work. 	I did not use a math representation to help solve the problem and explain my work. 
Apprentice Okay, good try Unclear if student understands	I only understand part of the problem. My strategy works for part of the problem. 	Some of my math thinking is correct. 	I used some math language and/or math notation. 	I tried to notice something, but it is not about the math in the problem. 	I tried to use math representation to help solve the problem and explain my work, but it has mistakes in it. 
Practitioner Excellent Clear Strong understanding Meets the standard	I understand the problem and my strategy works. My answer is correct. 	All of my math thinking is correct. 	I used math language and/or math notation accurately throughout my work. 	I noticed something about my math work. 	I made a math representation to help solve the problem and explain my work, and it is labeled and correct. 
Expert Wow, awesome! Exceptional understanding!	I understand the problem. My answer is correct. I used a rule, and/or verified that my strategy is correct. 	I showed that I knew more about a math idea that I used in my plan. Or, I explained my rule. 	I used a lot of specific math language and/or notation accurately throughout my work. 	I noticed something in my work, and used that to extend my answer and/or I showed how this problem is like another problem. 	I used another math representation to help solve the problem and explain my work in another way. 

Math Exemplars

Using Student Portfolios

Throughout the school year, Exemplars encourages teachers to keep two student portfolios. The first could be either a pocket folder or binder that contains a student's instructional tasks/formative assessments. These "working portfolios" should be placed in the classroom where students can access them on a regular basis. The second should be a file that the teacher keeps to store each summative assessment problem-solving task that a student completes. The working portfolio allows teachers to assess what the student knows using four guiding lenses.

- What do I know this student knows?
- What does this student need to practice?
- What does this student need to relearn?
- What is this student ready to learn (do next)?

Instructional tasks/formative assessments are viewed as opportunities for students to learn new mathematical strategies, vocabulary and notation and representations. Students can also explore mathematical connections and self-assess their solutions. These tasks may be done alone, in pairs, in groups or as a whole class. Direct instruction may also be used to question and support classroom discussion around the underlying mathematical concepts in a problem.

Teachers should use formative assessment tasks to observe and support student understanding. As part of this process, conferencing and editing can occur and students can revisit their work as often as necessary. Teachers can use similar tasks throughout a unit of study to give a student multiple opportunities to use new learning in her/his solution and to gain independence in arriving at a correct answer.

In contrast, summative assessment tasks are given at the end of a unit of study. Summative assessment tasks are identified throughout *Problem Solving for the Common*. These tasks include a set of anchor papers and scoring rationales.

In order to achieve a true assessment of what the student understands and is able to do, in words of the Common Core, there should be a wait time of at least one day between the last formative assessment and the summative assessment. A similar assessment task may also be given to students much later in the year if a teacher wants to spiral back to determine how much learning is retained.

Summative assessment tasks can be read to the students, and any non-mathematical terms may be defined. Tasks can be reread during the student's work time, and scribing may be provided for any non-writing or primary students. (For more information on scribing, refer to the section "Scribing at the Primary Level.") No coaching or directions can be given for how a task should be completed. A summative assessment must represent a student's totally independent solution.

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A student's working portfolio should include:

- Class pieces
- Scaffold pieces
- Homework pieces
- Edited pieces done after class instruction in the mathematics/problem-solving strategy of the task
- Conferenced pieces with directed editing
- Pieces used as a class to learn strategies, vocabulary and representations
- Pieces used to help students learn to organize and write their solutions
- Tasks used as direct instruction to learn the criteria of the scoring guide
- Tasks for independent student practice

A summative assessment portfolio should include:

- a student's independent problem-solving work that demonstrates what he or she knows and is able to do

Projects M² and M³

Projects M² and M³ lessons are based on 50-minute class times. The Canyons School District math block is 90 minutes and pacing for M² in the map correlates with the 90-minute time. For example, M² pacing suggests that most Units take approximately 30 days to teach, based on a 50-minute period. Please use the Pacing Guide to plan M² lessons accordingly.

Projects M² and M³ are each a series of six curriculum units designed for grades K-2 (M²) and 3-5 (M³) to foster inquiry and engage students in critical thinking, problem solving, and communication activities. **Projects M² and M³** deliver even more ways for teachers to motivate and challenge advanced students in grades 1-5 and support the Common Core Standards and NAGC exemplary practices.

The program provides simulated or real-life problems so students can actively solve them in the same ways that practicing mathematicians do. Rich verbal and written mathematical communication is a key component of **Project M² and M³**.

Each Unit includes Teacher's Guide, Teacher Resource Pack: Hint and Think Beyond Cards, Word Wall Cards, Student Mathematician's Journal and Manipulatives

Website: k12.kendallhunt.com



Problem Based Interactive Learning Routine

(from enVision)

Best Practice

Explicit Planning:

- Objective
- Vocabulary
- Manipulatives
- Partnering, roles and tasks
- Plan for OTRs
- Plan for predictable failures

Lesson Objective:

- Stated and written down
- Needs to be repeated by students
- Teacher needs to refer to throughout the lesson

Connecting to Prior Knowledge:

- What do students already know
 - “Remember yesterday when . . .”
 - “We talked about tenths, and hundredths on Monday. . .”

Math-20



Lively Discussion:

- How did you arrive at your answer?
- What was your process or strategy?
- Defend your answer

Manipulatives:

- Accessible and organized
- Model their use
- An expectation of use

Strategic Student Sharing:

- Teacher monitors room to find a target example
- 2 minute quick share with a task for the listeners

Teacher Moves:

- Teacher uses the student demonstration to build on the strategy
- Teacher explicitly reinforces the important mathematics embedded in the task
- Teach thinking and scaffold toward efficient problem solving strategies with problems connected to the objective





Math Problem-Solving Steps

(from Math Exemplars)

- 1. Read the problem**
- 2. Highlight the important information**
- 3. What do you know? What do you need to find out?**

<u>Know</u>	<u>Find Out</u>



4. Plan how to solve the problem

- a. What skills are needed?
- b. What strategies can you use?
- c. What ideas will help you?

5. Solve the problem

- a. Draw and write about your solution and how you solved the problem

6. Check your answer

7. Share a connection or observation about this problem

Systematic Vocabulary Routine- Math

Acquisition	<p>Introduction Phase</p> <ol style="list-style-type: none"> 1. Teacher writes/says the word. 2. Students repeat the word. 3. Multisyllabic breakdown 4. Teacher gives a student friendly definition, incorporating synonyms as appropriate. 5. Students restate definition with teacher guidance. 6. Teacher identifies any prefixes, suffixes, base/root words, origin, etc. 	<p>Teacher/Student Responsibilities</p> <p>T: The word is polygon. What word? S: polygon T: Let's clap/tap "polygon" into syllables. T & S: "pol" "y" "gon". T: How many syllables? S: 3 syllables T: A closed plane figure with three or more sides that is made up of line segments that do not cross.</p> <p>T & <u>S</u>: A closed plane figure with three or more sides that is made up of line segments that do not cross is called a _____.</p> <p>T: The prefix "poly" means much or many. So a polygon has not just one side, but many sides.</p>
Building Automaticity	<p>Demonstration Phase</p> <ol style="list-style-type: none"> 7. Illustrate with examples/non-examples <ol style="list-style-type: none"> a) Concrete examples (<i>realia</i>) b) Visual representations—video, pictures, diagrams, etc. c) Physical gesture d) Verbal Examples e) Sentence Frames (ex. If I had to survive cold weather, I would need _____). 8. Check for students' understanding by discerning between examples and non-examples (repeat as necessary) 	<p>T: Look at the figures on this picture. This figure is a polygon because it is closed figure, it is made of line segments that do not cross. These figures are not polygons because they have curved lines, they are open, and some have crossed lines.</p> <p>T: (Example) Draw a polygon on the board? Ones tell your partner if this is a polygon and explain why or why not. S1: The figure is a polygon because it has line segments that are closed and they do not cross.</p> <p>T: (Non-example) Draw a figure that is not a polygon on the board. Twos tell your partner if this is a polygon and explain why or why not. S2: The figure is not a polygon because it is made of curved lines and it is also not closed.</p>
Application	<p>Application Phase</p> <ol style="list-style-type: none"> 9. Deepen students' understanding by applying the word in a new context <ol style="list-style-type: none"> a) Teacher asks a deep processing question b) Students respond via a quick write and/or orally with a partner or in a small group or whole group setting. 	<ul style="list-style-type: none"> • Students use the word in a sentence. The sentence must be at least five words long. • Number 2's will say the sentence while number 1's count the words in the sentence and make sure the sentence is a true statement. They switch and follow the same procedure.

Evidence-Based Instructional Priorities

Applied to Math Instruction

Explicit Instruction

I Do - We Do - Y'all Do - You Do
Model - Guide Practice – Partner - Independent

Systematic	Relentless	Engaging
<ul style="list-style-type: none"> <input type="checkbox"/> Focused on critical content <input type="checkbox"/> Skills, strategies, and concepts are sequenced logically <input type="checkbox"/> Break down complex skills <input type="checkbox"/> Lessons are organized and focused <input type="checkbox"/> Instructional routines are used <input type="checkbox"/> Examples and non-examples <input type="checkbox"/> Step-by-step demonstrations <input type="checkbox"/> C-R-A Model 	<p>Relentless</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequate initial practice NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers. <input type="checkbox"/> Distributed practice--frequent exposure to content/skill over time <input type="checkbox"/> Daily review <input type="checkbox"/> Daily focus on number sense and problem solving <input type="checkbox"/> Teach to mastery <input type="checkbox"/> Cumulative review periodically 	<p>Engaging</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Opportunities to Respond <input type="checkbox"/> Explicit Vocabulary Instruction <input type="checkbox"/> Feedback <input type="checkbox"/> Instructional Grouping <input type="checkbox"/> Acquire – Auto – Apply <input type="checkbox"/> Classroom PBIS <input type="checkbox"/> Create various contexts for problem solving that students can relate to <input type="checkbox"/> Pacing

Increasing Opportunities to Respond <i>Saying, Writing, Doing</i>	Explicit Vocabulary Instruction
<ul style="list-style-type: none"> <input type="checkbox"/> Choral Responses: give think time, use a signal for response, repeat if all students don't respond <input type="checkbox"/> Partner Sharing: Look-Lean-Whisper; Think-Pair-Share; Study-Tell-Help-Check <input type="checkbox"/> Individual Responses: give wait time, individual shares after partner discussion, Cold Call, random calling pattern <input type="checkbox"/> Math Journals: Quick Writes, vocabulary practice, draw visuals of math concepts <input type="checkbox"/> Individual White Boards: use a signal for displaying, establish a routine, provide feedback <input type="checkbox"/> Manipulatives: establish a routine, explain expectations, all students interact with materials, provide visual bridge to concept <input type="checkbox"/> Response Cards: yes/no; odd/even; +/-; </>/=; etc. <input type="checkbox"/> Action Responses: thumbs up/down; modeling operations, angles, or other math concepts, act it out, hand signals 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the word <ul style="list-style-type: none"> • Teacher says the word and posts the word • All students repeat the word • Teacher gives a child-friendly definition • All students repeat the definition (with teacher guidance) • Repeat above steps as necessary <input type="checkbox"/> Demonstrate <ul style="list-style-type: none"> • Provide an example • Provide a non-example • Repeat above steps as necessary <input type="checkbox"/> Apply <ul style="list-style-type: none"> • Students turn to a partner and use the word in a sentence • Teacher shares a sentence using the word <input type="checkbox"/> Vocabulary Cards: Grade-level vocabulary cards available on the math website; posted on Word Wall

Feedback	Instructional Grouping	Acquire – Auto – Apply	Classroom PBIS
<ul style="list-style-type: none"> <input type="checkbox"/> Corrective and Affirmative <input type="checkbox"/> Timely and Frequent <input type="checkbox"/> Specific and Reinforcing 	<ul style="list-style-type: none"> <input type="checkbox"/> Whole group, Small groups, Partners <input type="checkbox"/> Fluid and flexible <input type="checkbox"/> Skill-Based Small Group Instruction for identified skill gaps or extension 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn (acquire) the skill <input type="checkbox"/> Build the skill to automaticity <input type="checkbox"/> Attend to fluency standards in the core <input type="checkbox"/> Apply the skill 	<ul style="list-style-type: none"> <input type="checkbox"/> Forming clear behavior expectations <input type="checkbox"/> Explicitly teaching expectations to students <input type="checkbox"/> Reinforcing expectations with students <input type="checkbox"/> Correcting of problem behaviors in a systematic manner

First Grade Utah State Core Math Standards Overview

First Grade Overview

Mathematical Practices (1.MP)

The eight mathematical habits of mind that teachers seek to develop in their students.

Operations and Algebraic Thinking (1.OA)

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten (1.NBT)

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data (1.MD)

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

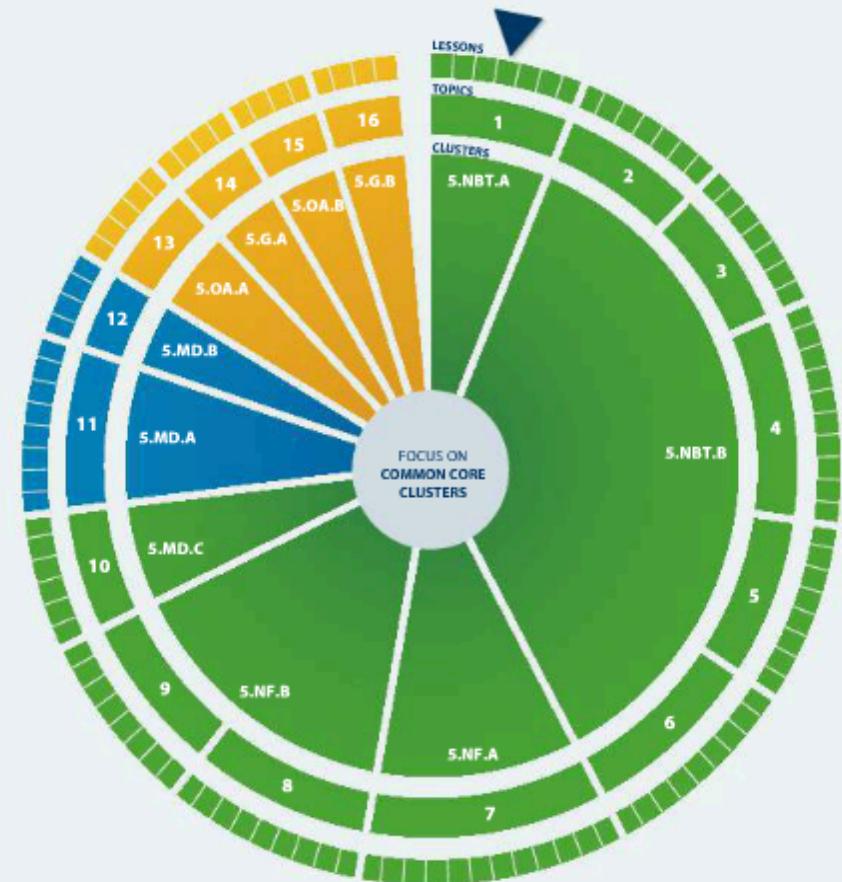
Geometry (1.G)

- Reason with shapes and their attributes.

MAJOR CLUSTER

SUPPORTING CLUSTER

ADDITIONAL CLUSTER



Mathematics | Grade 1

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

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

Strand: MATHEMATICAL PRACTICES (1.MP)

The Standards for Mathematical Practice in first grade describe mathematical habits of mind that teachers should seek to develop in their students. Students become mathematically proficient in engaging with mathematical content and concepts as they learn, experience, and apply these skills and attitudes (**Standards 1.MP 1–8**).

- **Standard 1.MP.1 Make sense of problems and persevere in solving them.** Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.
- **Standard 1.MP.2 Reason abstractly and quantitatively.** Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Decontextualize a given situation and represent it symbolically. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.
- **Standard 1.MP.3 Construct viable arguments and critique the reasoning of others.** Use stated assumptions, definitions, and previously established results to construct arguments. Explain and justify the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.
- **Standard 1.MP.4 Model with mathematics.** Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions. Models may be verbal, contextual, visual, symbolic, or physical.
- **Standard 1.MP.5 Use appropriate tools strategically.** Consider the tools that are available when solving a mathematical problem, whether in a real-world or mathematical context. Choose tools that are relevant and useful to the problem at hand, such as physical objects, drawings, diagrams, physical tools, technologies, or mathematical tools, such as estimation or a particular strategy or algorithm.
- **Standard 1.MP.6 Attend to precision.** Communicate precisely to others by crafting careful explanations that communicate mathematical reasoning by referring specifically to each important mathematical element, describing the relationships among them, and connecting their words clearly to representations. Calculate accurately and efficiently, and use clear and concise notation to record work.

- **Standard 1.MP.7 Look for and make use of structure.** Recognize and apply the structures of mathematics such as patterns, place value, the properties of operations, or the flexibility of numbers. See complicated things as single objects or as being composed of several objects.
- **Standard 1.MP.8 Look for and express regularity in repeated reasoning.** Notice repetitions in mathematics when solving multiple related problems. Use observations and reasoning to find shortcuts or generalizations. Evaluate the reasonableness of intermediate results.

Strand: OPERATIONS AND ALGEBRAIC THINKING (1.OA)

Represent and solve problems involving addition and subtraction within 20 (**Standards 1–2, 5–6**). Understand and apply properties of operations and the relationship between addition and subtraction (**Standards 3–4**). Work with addition and subtraction equations (**Standards 7–8**).

- **Standard 1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. *For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.*
- **Standard 1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. *For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.*
- **Standard 1.OA.3** Apply properties of operations as strategies to add and subtract. *For example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) First grade students need not use formal terms for these properties.*
- **Standard 1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*
- **Standard 1.OA.5** Relate counting to addition and subtraction. *For example, by counting on 2 to add 2.*
- **Standard 1.OA.6** Add and subtract within 20.
 - a. Use strategies such as counting on; making ten (*for example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$*); decomposing a number leading to a ten (*for example, $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$*); using the relationship between addition and subtraction (*for example, knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$*); and creating equivalent but easier or known sums (*for example, adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$*).
 - b. By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.

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

Strand: NUMBER AND OPERATIONS IN BASE TEN (1.NBT)

Extend the counting sequence (**Standard 1**). Understand place value (**Standards 2–3**). Use place value understanding and properties of operations to add and subtract (**Standards 4–6**).

- **Standard 1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- **Standard 1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones, called a "ten."
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- **Standard 1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
- **Standard 1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens to tens and ones to ones, and that it is sometimes necessary to compose a ten.
- **Standard 1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- **Standard 1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Strand: MEASUREMENT AND DATA (1.MD.)

Measure lengths indirectly and by iterating length units (**Standards 1–2**). Tell and write time (**Standard 3**). Represent and interpret data (**Standard 4**). Identify the value of coins (**Standard 5**).

- **Standard 1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- **Standard 1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
- **Standard 1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.
- **Standard 1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- **Standard 1.MD.5** Identify the values of pennies, nickels, dimes and quarters and know their comparative values. (*For example, a dime is of greater value than a nickel.*) Use appropriate notation to designate a coin's value. (*For example, 5¢.*)

Strand: GEOMETRY (1.G.)

Reason with shapes and their attributes (**Standards 1–3**).

- **Standard 1.G.1** Distinguish between defining attributes (*for example, triangles are closed and three-sided*) versus non-defining attributes (*for example, color, orientation, overall size*); build and draw shapes that possess defining attributes.
- **Standard 1.G.2** Compose shapes.
 - a. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape.
 - b. Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. First grade students do not need to learn formal names such as “right rectangular prism.”
- **Standard 1.G.3** Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two or four of the shares. Understand that, for these examples, decomposing into more equal shares creates smaller shares.

1st Grade Utah Core State Standards for Mathematics

MATHEMATICAL PRACTICES

Previous	2016/2017
Mathematical Practices <ul style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	<p>Strand: MATHEMATICAL PRACTICES (1.MP)</p> <p>The Standards for Mathematical Practice in first grade describe mathematical habits of mind that teachers should seek to develop in their students. Students become mathematically proficient in engaging with mathematical content and concepts as they learn, experience, and apply these skills and attitudes.</p> <p>Standard 1.MP.1 Make sense of problems and persevere in solving them. Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.</p> <p>Standard 1.MP.2 Reason abstractly and quantitatively. Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Decontextualize a given situation and represent it symbolically. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.</p> <p>Standard 1.MP.3 Construct viable arguments and critique the reasoning of others. Use stated assumptions, definitions, and previously established results to construct arguments. Explain and justify the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.</p> <p>Standard 1.MP.4 Model with mathematics. Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions. Models may be verbal, contextual, visual, symbolic, or physical.</p> <p>Standard 1.MP.5 Use appropriate tools strategically. Consider the tools that are available when solving a mathematical problem, whether in a real-world or mathematical context. Choose tools that are relevant and useful to the problem at hand, such as physical objects , drawings, diagrams , physical tools, technologies , or mathematical tools such as estimation or a particular strategy or algorithm.</p>

Standard 1.MP.6 Attend to precision. Communicate precisely to others by crafting careful explanations that communicate mathematical reasoning by referring specifically to each important mathematical element, describing the relationships among them, and connecting their words clearly to representations. Calculate accurately and efficiently, and use clear and concise notation to record work.

Standard 1.MP.7 Look for and make use of structure. Recognize and apply the structures of mathematics such as patterns, place value, the properties of operations, or the flexibility of numbers. See complicated things as single objects or as being composed of several objects.

Standard 1.MP.8 Look for and express regularity in repeated reasoning. Notice repetitions in mathematics when solving multiple related problems. Use observations and reasoning to find shortcuts or generalizations. Evaluate the reasonableness of intermediate results.

OPERATIONS AND ALGEBRAIC THINKING

Previous	2016/2017
<p>Operations and algebraic thinking 1.OA</p> <p>Represent and solve problems involving addition and subtraction. 1.OA.A</p> <p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction. 1.OA.B</p> <p>3. Apply properties of operations as strategies to add</p>	<p>Strand: OPERATIONS AND ALGEBRAIC THINKING (1.OA)</p> <p>Represent and solve problems involving addition and subtraction within 20 (Standards 1-2, 5-6). Understand and apply properties of operations and the relationship between addition and subtraction (Standards 3-4). Work with addition and subtraction equations (Standards 7-8).</p> <p>Standard 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. <i>For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</i></p> <p>Standard 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. <i>For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</i></p> <p>Standard 1.OA.3 Apply properties of operations as strategies to add and</p>

and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

Add and subtract within 20. **1.OA.C**

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

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

Work with addition and subtraction equations.

1.OA.D

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

subtract. For example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) First grade students need not use formal terms for these properties.

Standard 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

Standard 1.OA.5 Relate counting to addition and subtraction. For example, by counting on 2 to add 2.

Standard 1.OA.6 Add and subtract within 20.

- Use strategies such as counting on; making ten (for example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (for example, $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (for example, knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (for example, adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
- By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.

Standard 1.OA.7 Understand the meaning of the equal sign, and determine whether equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Standard 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$

NUMBERS AND OPERATIONS IN BASE TEN

Previous	2016/2017
<p>Number and Operations in Base Ten 1.NBT</p> <p>Extend the counting sequence. 1.NBT.A</p> <p>1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Understand place value. 1.NBT.B</p> <p>2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones-called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract. 1.NBT.C</p> <p>4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens to tens and ones to ones, and that it is sometimes necessary to compose a ten.</p>	<p>Strand: NUMBER AND OPERATIONS IN BASE TEN (1.NBT)</p> <p>Extend the counting sequence (Standard 1). Understand place value (Standards 2-3). Use place value understanding and properties of operations to add and subtract (Standards 4-6).</p> <p>Standard 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Standard 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones, called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>Standard 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Standard 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens to tens and ones to ones, and that it is sometimes necessary to compose a ten.</p> <p>Standard 1.NBT.5 Given a two-digit number, mentally find 10 more</p>

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

or 10 less than the number, without having to count; explain the reasoning used.

Standard 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MEASUREMENT AND DATA

Previous	2016/2017
<p>Measure and estimate lengths in standard units. 1.MD</p> <p>Measure lengths indirectly and by iterating length units. 1.MD.A</p> <p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>Tell and write time. 1.MD.B</p> <p>3. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Represent and interpret data. 1.MD.C</p> <p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number</p>	<p>Strand: MEASUREMENT AND DATA (1.MD)</p> <p>Measure lengths indirectly and by iterating length units (Standards 1-2). Tell and write time (Standard 3). Represent and interpret data (Standard 4). Identify the value of coins (Standard 5).</p> <p>Standard 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>Standard 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>Standard 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Standard 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data</p>

of data points, how many in each category, and how many more or less are in one category than in another.	points, how many in each category, and how many more or less are in one category than in another.
	<p>Standard 1.MD.5 Identify the value of pennies, nickels, dimes and quarters and know their comparative values. (<i>For example, a dime is of greater value than a nickel.</i>) Use appropriate notation to designate a coin's value. (<i>For example, 5¢.</i>)</p>

GEOMETRY

Previous	2016/2017
<p>Geometry 1.G</p> <p>Reason with shapes and their attributes. 1.G.A</p> <p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.</p> <p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.⁷</p> <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>⁷ Students do not need to learn formal names such as "right rectangular prism."</p>	<p>Strand: GEOMETRY (1.G)</p> <p>Reason with shapes and their attributes (Standards 1-3).</p> <p>Standard 1.G.1 Distinguish between defining attributes (<i>for example triangles are closed and three-sided</i>) versus non-defining attributes (<i>for example, color, orientation, overall size</i>); build and draw shapes that possess defining attributes.</p> <p>Standard 1.G.2 Compose shapes.</p> <ul style="list-style-type: none"> a. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape. b. Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. First grade students do not need to learn formal names such as "right rectangular prism." <p>Standard 1.G.3 Partition circles and rectangles into two and four equal shares; describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>; and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two or four of the shares. Understand that, for these examples, decomposing into more equal shares creates small shares.</p>

Utah Core Standards for Mathematics Progressions

	Kindergarten	1 st Grade
Counting and Cardinality	<ul style="list-style-type: none"> • Count to 100 by ones and tens • Represent and write numbers for 0 - 20 • Count to tell the number of objects • Compare numbers; greater than, less than, equal • Compare written numerals between 1 and 10 	
Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from <ul style="list-style-type: none"> ◦ Represent addition and subtraction ◦ Solve addition and subtraction word problems within 10 ◦ Decompose numbers less than or equal to 10 ◦ For any number from 1 to 9, find the number that makes 10 when add to the given number ◦ Fluently add and subtract within 5 	<ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction within 20 • Understand and apply properties of operations and the relationship between addition and subtraction <ul style="list-style-type: none"> ◦ Understand subtraction as an unknown-addend problem • Relate addition and subtraction with 20 to counting • Add and subtract within 20 • Understand the meaning of the equal sign • Work with addition and subtraction equations
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> • Work with numbers 11-19 to gain foundation for place value <ul style="list-style-type: none"> ◦ Compose and decompose numbers 	<ul style="list-style-type: none"> • Read, write, count and represent to 120 • Understand place value of tens and ones • Compare two-digit numbers based on tens and ones • Use place value understanding and properties of operations to add and subtract <ul style="list-style-type: none"> ◦ Add within 100 ◦ Mentally find 10 more or 10 less with two-digit numbers ◦ Subtract multiples of 10 in the range of 10 -90 from multiples of 10 in the range of 10-90
Measurement and Data	<ul style="list-style-type: none"> • Describe and compare measurable attributes such as length and weight • Directly compare two objects with the same measurable attribute in common and describe the difference • Classify objects and count the numbers of objects in categories 	<ul style="list-style-type: none"> • Measure lengths indirectly and by iterating lengths units • Tell and write time in hours and half-hours using analog and digital clocks • Organize, represent and interpret data up to three categories • Identify and compare the values of pennies, nickels, dimes and quarters
Geometry	<ul style="list-style-type: none"> • Identify, name and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) • Identify shapes as two-dimensional or three-dimensional • Analyze, compare, create and compose shapes 	<ul style="list-style-type: none"> • Reason with shapes and their attributes <ul style="list-style-type: none"> ◦ Distinguish between defining vs. non-defining attributes ◦ Compose two-dimensional or three-dimensional shapes to compose and create shapes ◦ Partition circles and rectangles into two and four equal shares

Utah Core Standards for Mathematics Progressions

	2 nd Grade	3 rd Grade
Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Represent and solve one- and two-step word problems involving addition and subtraction within 100 • Fluently add and subtract within 20 using mental strategies • Work with equal groups of objects to gain foundations for multiplication • Use addition to find the total number of objects in rectangular arrays with up to 5 rows and up to 5 columns 	<ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division within 100 • Understand properties of multiplication and the relationship between multiplication and division • Multiply and divide within 100 • Solve two-step word problems involving the four operations and identify and explain patterns in arithmetic
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> • Use place value understanding and properties of operations to add and subtract within 100 <ul style="list-style-type: none"> ◦ Count, read and write within 1000 ◦ Compare three-digit numbers using symbols 	<ul style="list-style-type: none"> • Use place value understanding and properties of operations to perform multi-digit arithmetic <ul style="list-style-type: none"> ◦ Round whole numbers to nearest 10 or 100 ◦ Fluently add and subtract within 1000 ◦ Multiply one-digit whole numbers by multiples of 10 in range 10-90
Numbers and Operations- Fractions		<ul style="list-style-type: none"> • Develop understanding of fractions as numbers with denominators 2, 3, 4, 6, 8 using number lines • Explain equivalence of fractions and compare by reasoning about their size
Measurement and Data	<ul style="list-style-type: none"> • Measure lengths of an object by selecting and using appropriate tools in standard units. • Measure and estimate lengths using units of inches, feet centimeters and meters • Measure to determine how much longer • Relate addition and subtraction to length within 100 • Represent whole numbers as distance from 0 on the number line • Work with time on digital and analog clocks to the nearest 5 minutes • Solve word problems involving money • Represent and interpret data by measuring objects and making repeated measurements of the same object • Represent and interpret data by drawing a picture graph and a bar graph to represent a data set up to four categories 	<ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time to the nearest minute • Solve problems involving measurement and estimation of liquid volumes and masses of objects using grams, kilograms and liters • Represent and interpret data using scaled picture and bar graphs • Generate measurement data by measuring lengths to halves and fourths • Geometric measurement: Understand concepts of area and relate area to multiplication and to addition • Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
Geometry	<ul style="list-style-type: none"> • Recognize and draw shapes having specified attributes • Partition a rectangle into rows and columns • Partition circles and rectangles into two, three, or four equal shares 	<ul style="list-style-type: none"> • Understand that shapes in different categories may share attributes • Partition shapes into parts with equal areas

Utah Core Standards for Mathematics Progressions

	4th Grade	5th Grade
Operations and Algebraic Thinking	<ul style="list-style-type: none"> • Use the four operations with whole numbers to solve word problems <ul style="list-style-type: none"> ◦ Interpret a multiplication equation as a comparison ◦ Involve multiplicative comparisons ◦ Solve multistep word problems using whole numbers with whole number answers • Gain familiarity with factors and multiples in the range 1-100 • Generate and analyze patterns that follow a given rule 	<ul style="list-style-type: none"> • Write and interpret numerical expressions <ul style="list-style-type: none"> ◦ Use parenthesis, brackets, or braces in numerical expressions and evaluate expression with these symbols ◦ Write simple expressions and interpret numerical expressions without evaluating them • Analyze patterns and relationships <ul style="list-style-type: none"> ◦ Generate two numerical patterns using two given rules ◦ Form ordered pairs
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers <ul style="list-style-type: none"> ◦ Read, write, compare and expand multi-digit whole numbers ◦ Round multi-digit numbers to any place • Fluently add and subtract multi-digit whole numbers using the • Use place value understanding and properties of operations to perform multi-digit multiplication <ul style="list-style-type: none"> ◦ Multiply up to four digits by a one-digit number ◦ Multiply two two-digit numbers using strategies and properties (illustrate and explain the calculations using equations, rectangular arrays and area models) 	<ul style="list-style-type: none"> • Understand the place value system <ul style="list-style-type: none"> ◦ Recognize a multi-digit number in the one place represents 10 times as much as it represents in the place to its right and 1/10 to its left ◦ Explain patterns when multiplying by zero and explain patterns when a decimal is multiplied or divided ◦ Use whole-number exponents to denote powers of 10 ◦ Read, write and compare decimals to thousandths ◦ Round to any place ◦ Fluently multiply multi-digit whole numbers • Perform operations with multi-digit whole numbers and with decimal to hundredths <ul style="list-style-type: none"> ◦ Fluently multiply multi-digit whole numbers ◦ Find whole-number quotients of whole numbers up to four-digit dividends (illustrate and explain the calculations using equations, rectangular arrays and area models) ◦ Add, subtract, multiply, and divide decimals to hundredths
Numbers and Operations-Fractions	<ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering with denominators 2,3,4,5,6,8,10,12,10 <ul style="list-style-type: none"> ◦ Explain and generate equivalent fractions using visual models ◦ Compare with justification two fractions with different denominators and numerators and use the symbols $>$, $=$, $<$. • Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers <ul style="list-style-type: none"> ◦ Understand addition and subtraction of fractions as joining and separating parts referring to the same whole ◦ Decompose a fraction into a sum of fractions with same denominator ◦ Add and subtract mixed numbers with like denominators ◦ Solve word problems involving addition and subtraction of fractions having like denominators ◦ Understand a fraction a/b as a multiple of $1/b$ and use this 	<ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions <ul style="list-style-type: none"> ◦ Add and subtract fractions with unlike denominators ◦ Solve word problems involving addition and subtraction of fractions with unlike denominators • Apply and extend previous understandings of multiplication and division to multiply and divide fractions <ul style="list-style-type: none"> ◦ Interpret a fraction as division of the numerator by the denominator ◦ Solve word problems involving division of whole numbers ◦ Find the area of a rectangle with fractional side lengths by tiling it with unit squares ◦ Multiply fractional side lengths to find area of rectangle to get a rectangular areas ◦ Interpret multiplication as scaling ◦ Solve real world problems involving multiplication of

Utah Core Standards for Mathematics Progressions

	<ul style="list-style-type: none"> understanding to multiply a fraction by a whole number <ul style="list-style-type: none"> ○ Solve word problems involving multiplication of a fraction by a whole number • Understand decimal notation for fractions and compare decimal fractions <ul style="list-style-type: none"> ○ Express a fraction with denominator 10 as an equivalent fraction with denominator 100 ○ Use decimal notation for fractions with denominators 10 or 100 ○ Compare two decimals to hundredths by reasoning about their size 	<ul style="list-style-type: none"> fractions and mixed numbers <ul style="list-style-type: none"> ○ Divide a unit fraction by a whole number and whole numbers by unit fractions
Measurement and Data	<ul style="list-style-type: none"> • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit <ul style="list-style-type: none"> ○ Know relative sizes of measurement units within one system of units including km, m, cm; kg, g, oz; l, ml; hr, min, sec. and express measurement equivalents in terms of a smaller unit, recording measurement in a two-column table ○ Use the four operations to solve problems involving distances, intervals of time, liquid volumes, masses of objects, and money including problems involving simple fractions or decimals ○ Represent measurement quantities using diagrams such as number line diagrams such as number line diagrams that feature a measurement scale ○ Apply the area and perimeter formulas in real world problems ○ Make a line plot to display data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$) • Represent and interpret data by making a line plot to display data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$) • Understand concepts of angle and measure angles <ul style="list-style-type: none"> ○ An angle is measured with reference to a circle ○ An angle that turns through n one-degree is said to have an angle measure of n degrees ○ Measure and sketch angles in whole-number degrees using a protractor ○ Recognize angles measures as additive ○ Solve addition and subtraction problems to find unknown angles 	<ul style="list-style-type: none"> • Convert like measurement units within a given measurement system • Represent and Interpret data <ul style="list-style-type: none"> ○ Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$) ○ Use operations on fractions for this grade to solve problems from information on the line plot • Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ul style="list-style-type: none"> ○ Measure volume by counting unit cubes • Relate volume to the operations of multiplication and addition and solve real world problems involving volume <ul style="list-style-type: none"> ○ Find the volume of a right triangle by packing it with unit cubes ○ Apply formulas $V=l \times w \times h$ and $V=b \times h$ ○ Recognize volume as additive ○ Find volume of solid figures composed of two non-overlapping right rectangular prisms
Geometry	<ul style="list-style-type: none"> • Draw points, lines, line segments, ray, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures • Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. • Recognize right triangles as a category and identify right triangles • Recognize a line of symmetry for a two-dimensional figure and identify line-symmetric figures and draw lines of symmetry 	<ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems in the first quadrant • Classify two-dimensional figures into categories based on their properties <ul style="list-style-type: none"> ○ Understand that attributes belonging to a category of two-dimensional figures belong to all subcategories ○ Classify two-dimensional figures in a hierarchy based on properties

CCSS

WHERE TO FOCUS MATHEMATICS

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

K	1	2	3	4	5	6	7	8
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radical and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Use equivalent fractions as a strategy to add and subtract fractions	Analyze proportional relationships and use them to solve real-world and mathematical problems	Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers		Understand place value				Apply and extend previous understandings of numbers to the system of rational numbers		Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Understand place value	Use place value understanding and properties of operations to add and subtract	Multiply & divide within 100	Use place value understanding and properties of operations to perform multidigit arithmetic	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Understand ratio concepts and use ratio reasoning to solve problems	Use properties of operations to generate equivalent expressions	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value	Add and subtract within 20	Work with addition and subtraction equations	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering		Understand previous understandings of arithmetic to algebraic expressions	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Use functions to model relationships between quantities
		Extend the counting sequence				Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Reason about and solve one-variable equations and inequalities	
		Understand place value	Relate addition and subtraction to length	Develop understanding of fractions as numbers		Graph points in the coordinate plane to solve real-world and mathematical problems*	Represent and analyze quantitative relationships between dependent and independent variables	
				Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects				
				Understand decimal notation for fractions, and compare decimal fractions				
				Geometric measurement: understand concepts of area and relate area to multiplication and to addition				

* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.

** Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely.

The Utah Core Standards for 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.

- 1. Make sense of problems and persevere in solving them.**
- 2. Reason abstractly and quantitatively.**
- 3. Construct viable arguments and critique the reasoning of others.**
- 4. Model with mathematics.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

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

“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” (CCSS, 2010).

Common Core State Standards Standards for Mathematical Practice Questions for Teachers to Ask

Make sense of problems and persevere in solving them	Reason abstractly and quantitatively	Construct viable arguments and critique the reasoning of others	Model with mathematics
<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • What is this problem asking? • How could you start this problem? • How could you make this problem easier to solve? • How is ___'s way of solving the problem like/different from yours? • Does your plan make sense? Why or why not? • What tools/manipulatives might help you? • What are you having trouble with? • How can you check this? 	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • What does the number ___ represent in the problem? • How can you represent the problem with symbols and numbers? • Create a representation of the problem. 	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • How is your answer different than ___'s? • How can you prove that your answer is correct? • What math language will help you prove your answer? • What examples could prove or disprove your argument? • What do you think about ___'s argument • What is wrong with ___'s thinking? • What questions do you have for ___? <p><i>*it is important that the teacher poses tasks that involve arguments or critiques</i></p>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • Write a number sentence to describe this situation • What do you already know about solving this problem? • What connections do you see? • Why do the results make sense? • Is this working or do you need to change your model? <p><i>*It is important that the teacher poses tasks that involve real world situations</i></p>
<p>Use appropriate tools strategically</p> <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • How could you use manipulatives or a drawing to show your thinking? • Which tool/manipulative would be best for this problem? • What other resources could help you solve this problem? 	<p>Attend to precision</p> <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • What does the word ___ mean? • Explain what you did to solve the problem. • Compare your answer to ___'s answer • What labels could you use? • How do you know your answer is accurate? • Did you use the most efficient way to solve the problem? 	<p>Look for and make use of structure</p> <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • Why does this happen? • How is ___ related to ___? • Why is this important to the problem? • What do you know about ___ that you can apply to this situation? • How can you use what you know to explain why this works? • What patterns do you see? <p><i>*deductive reasoning (moving from general to specific)</i></p>	<p>Look for and express regularity in repeated reasoning</p> <p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> • What generalizations can you make? • Can you find a shortcut to solve the problem? How would your shortcut make the problem easier? • How could this problem help you solve another problem? <p><i>*inductive reasoning (moving from specific to general)</i></p>

Grades 1-5 CSD Math Block 90 Minutes Daily

Numeracy Component	Range of Time	Focus of Instruction		Instructional Materials	
				Hard Copy	Digital
Review	5-10 minutes	<ul style="list-style-type: none"> Focused Review <ul style="list-style-type: none"> Identified skill deficit that have been identified through formative assessment to review (DWSBA, exit ticket, whiteboards, etc.) Cumulative review of previously taught skills and standards 		<ul style="list-style-type: none"> Daily Common Core Review Today's Challenge Review What you Know 	<ul style="list-style-type: none"> Today's Challenge
Vocabulary	3-5 minutes	<ul style="list-style-type: none"> Teach Appropriate Vocabulary using the Systematic Vocabulary Routine 		<ul style="list-style-type: none"> Systematic Vocabulary Routine Vocabulary Review Activity My Word Cards 	
Lesson Objectives	1-3 Minutes	<ul style="list-style-type: none"> Content Objectives- What are students going to learn? Language Objectives- How will students demonstrate learning through reading, writing, speaking, or listening? 		<ul style="list-style-type: none"> Lesson objectives are posted and referred to throughout the lesson Objectives include both content and math practice standards 	
Concept/Skill Development (Acquisition, Automaticity & Application)	30-45 minutes	<p>Develop the Concept:</p> <ul style="list-style-type: none"> Acquisition: Students develop understanding of skills through the CRA Model <ul style="list-style-type: none"> <u>Concrete</u>: Hands-on (manipulatives) <u>Representational</u>: Visual (pictures or video) <u>Abstract</u>: Symbolic (numbers or algorithm) Automaticity: Students perform skills flexibly, accurately, and efficiently Application: Students apply skills to solve problems in new contexts 	Check for Understanding (Formative Assessment) Monitor progress towards mastery of grade-level core standard	<ul style="list-style-type: none"> Problem-Based Interactive Learning Visual Learning Bridge <ul style="list-style-type: none"> (K-2) Do You Understand? Show Me! (3-5) Convince Me! Guided Practice Independent Practice (Quick Check) 	<ul style="list-style-type: none"> Solve and Share (Problem Based Learning) Visual Learning Animation Plus Convince Me! (3-5) Do You Understand? (K-2) Student and Teacher eTexts Listen and Look Videos (teacher)
Skill-Based Instruction: Pre-teach, Review, Reinforce & Extend	30-45 minutes	<ul style="list-style-type: none"> Pre-teach upcoming concepts to groups and individual students that need support/scaffolding Students practice concepts independently as appropriate Reteach with skill-based groups who need extra support/scaffolding Provide extension opportunities for students who have shown mastery of the concept/skill 		<ul style="list-style-type: none"> Intervention Activity ON-level and Advanced Activity Centers Reteach Leveled Assignment Differentiated Center materials Close/Assess and Differentiate 	<ul style="list-style-type: none"> Practice Buddy Reflex (grades 2-5)

Skill-Based Instruction: Assisting All Students to Succeed in Mathematics

Skill-Based Instruction is additional support given to students during the math block by the teacher aimed at building targeted math skills. This is in addition to core instruction given to entire class.

enVision 2.0 supports skill-based instruction with the following resources:

- **Intervention Activity** (Assess and Differentiate section at the end of each lesson) Students needing intervention get focused instruction from the teacher.
- **Math Diagnosis and Intervention System 2.0 (MDIS)** Provides additional lessons to focus intervention for students.
- **Item Analysis for Diagnosis and Intervention (RtI)** Provided with assessments to support analyzing gaps in mastery of standards
- **Reteaching** Problem sets at the end of each topic that connect to the math standards

<i>Skill-based instruction is explicit & systematic (I do, we do, y'all do, and you do)</i>	<i>Examples</i>
Provide additional concrete models to build understanding with accompanying teacher think-alouds	<ul style="list-style-type: none"> • Use manipulatives such as place value blocks, Unifix cubes, and fraction circles. • Use visual representations such as number lines, arrays, and bar diagrams. • Teacher Think-Aloud: “When I have fourteen cubes, I can create one ten stick and I have four cubes left over to make 14.”
Provide students opportunities to understand the relationship between the abstract symbols and visual representations .	<ul style="list-style-type: none"> • The = sign means that we have the same amount on both sides of the equal sign. $\star \star \star = \star \star \star$
Provide numerous examples with accompanying teacher think-alouds	<p>Skill: Addition of Fractions Examples:</p> <ul style="list-style-type: none"> • $\frac{1}{2} + \frac{1}{4} =$ • $\frac{1}{4} + \frac{1}{4} =$ <p>Teacher Think-Aloud: “We know that when we add fractions with common denominators the denominator will stay the same because we still have the same size piece. So when I add $\frac{1}{4} + \frac{1}{4}$ I have $\frac{2}{4}$ because I have 2, $\frac{1}{4}$ pieces.”</p>
Provide students with opportunities to solve problems in a group and communicate problem-solving strategies .	<ul style="list-style-type: none"> • Students effectively communicate their strategies to <i>one another</i> using appropriate mathematical vocabulary. • Students effectively communicate their strategies to the <i>teacher</i> using appropriate mathematical vocabulary.
Provide students ongoing, specific feedback that clarifies what students did correctly or what they need to improve.	<ul style="list-style-type: none"> • Student correctly answers that $5 + 3 = 8$. Teacher says, “Yes, that is correct. The total of five and three is eight.” • Student incorrectly identifies that $5 + 3 = 7$. Teacher says, “Five plus three is not seven. Pull out your unifix cubes and show me the problem with your cubes.” <i>Student counts the cubes and answers that $5 + 3 = 8$. “That is correct. The total of five and three is eight. Thank you for trying again.”</i>
Provide frequent cumulative review to ensure that knowledge is maintained over time.	<p>Skill: Adding Decimals</p> <ul style="list-style-type: none"> • Teacher quickly reviews multi-digit addition with an emphasis on place value.
Provide opportunity for students to apply the skill in word problems .	<p>Skill: Area - finding the area of a rectangle given the side lengths.</p> <ul style="list-style-type: none"> • Students create word problems using the area of squares for example a student creates the following problem, “Bobbie is tiling the kitchen floor with square foot tiles. The floor has side lengths of 10 feet and

	12 feet. How many tiles are needed to cover the floor?"
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During skill-based instruction, students not with the teacher could engage in the following math center activities:

Center Options	Description
Center Activities from enVision 2.0	<ul style="list-style-type: none"> At the end of each enVision2.0 lesson in the Assess and Differentiate section are the On-Level and Advanced Center Activities which include: Center Games, Problem-Solving Reading Mat, Math and Science Activity
Digital Centers from enVision 2.0	<ul style="list-style-type: none"> The following digital components from enVision 2.0 could be utilized by students during math centers: Today's Challenge, Game from the Game Center, Digital Math Tool Activities, Another Look video, Bounce Pages, Practice Buddy (grades 3-5)
Technology	<ul style="list-style-type: none"> Reflex- Students work independently in grades 2-5 to build fluency of basic math facts Students use appropriate technology to deepen their understanding of math.
Fluency	<ul style="list-style-type: none"> Fluency is built on any skill that has been taught throughout the year (e.g., <i>previous instruction focused on fact families and pairs of students work together and to create fact families using number cards, including numbers 0-9. The student created fact families would be recorded on a piece of paper or graphic organizer.</i>)
Four-Square Math	<ul style="list-style-type: none"> Students are given a four square graphic organizer with a previously learned vocabulary word or concept in the middle of the graphic. The four areas to write could include any of the following: three words or pictures that help you remember the word, characteristics, non-example, example, a statement that is true about the word, three words related to the word, or a conclusion statement. Students write a math practice standard in the middle of the four square and could add any of the following to the squares: characteristics of the MP, list what students do when they engage in the MP, write questions that you would ask your partner when you are focusing on the MP, six word summary of the MP, etc.
Literature in Math	<ul style="list-style-type: none"> Students read or look at a book that relates to the current or past math concept. The teacher provides questions or sentence starters for the group at the center to support discussion after reading.
Manipulatives	<ul style="list-style-type: none"> Students manipulate math tools to complete a grade level task.
Math Journals	<ul style="list-style-type: none"> Students write or draw in math journals to summarize their learning. Students review their notes and star key ideas.
Problem-Solving using DOK 3	<ul style="list-style-type: none"> Students in small groups are presented with an application problem that requires reasoning, problem solving, and justification of their thought process by using words, pictures or equations. Tasks are available at the following websites: http://www.insidemathematics.org https://www.illustrativemathematics.org http://illuminations.nctm.org
Vocabulary	<ul style="list-style-type: none"> Students match previously taught vocabulary words with illustrations. After finding a match the student would define the word. Students do a word sort with the enVision vocabulary cards. Students find similarities and differences in words using a Venn Diagram.

SALTA 1st Grade

Year-at-a-Glance 2016-2017

Flexible Pacing	Strands/Standards	enVision 2.0 Math Topic Titles	TOPICS	District Assessment Dates
Aug 29-Nov-18 57 Days	Mathematical Practices: 2, 3, 7 Operations and Algebraic Thinking: Standards 1-6 (1.OA.A, 1.OA.B, 1.OA.C)	<ul style="list-style-type: none"> • Solve Addition and Subtraction Problems to 10 (9 Lessons) • Fluently Add and Subtract Within 10 (10 Lessons) • Addition Facts to 20: Use Strategies (10 Lessons) • Subtraction Facts to 20: Use Strategies (9 Lessons) 	Topic 1 Topic 2 Topic 3 Topic 4	Due by November 11 District-Wide Standards-Based Benchmark #1
<u>Math Exemplars-</u> Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments				
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • 1.OA.A.1 • 1.OA.A.2 • 1.OA.B.3 • 1.OA.C.6 				
Nov 21-Feb 9 46 Days	Mathematical Practices: 1, 6, 7, 8 Operations and Algebraic Thinking: Standards 1-8 (1.OA.D) Measurement and Data: Standard 4 (1.MD.C) Numbers & Operations in Base 10: Standards 1-3 (1.NBT.A & B)	<ul style="list-style-type: none"> • Work with Addition and Subtraction Equations (7 Lessons) • Represent and Interpret Data (5 Lessons) • Extend and Counting Sequence (7 Lessons) • Understand Place Value (6 Lessons) 	Topic 5 Topic 6 Topic 7 Topic 8	Due by February 24 District-Wide Standards-Based Benchmark #2
<u>Math Exemplars-</u> Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments				
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • 1.OA.A.1 • 1.OA.A.2 • 1.OA.B.3 • 1.OA.A.6 <p>Measurement and Data</p> <ul style="list-style-type: none"> • 1.MD.C.4 				

Feb 13 – Apr 28 48 Days	Mathematical Practices: 1, 4, 5 Numbers & Operations in Base Ten: Standards 2-6 (1.NBT.B & C) Measurement and Data: Standards 1-2 (1.MD.A)	• Compare Two-Digit Numbers (6 Lessons)	Topic 9	Due by April 28 District-Wide Standards-Based Benchmark #3
		• Use Models and Strategies to Add Tens and Ones (9 Lessons)	Topic 10	
		• Use Models and Strategies to Subtract Tens (7 Lessons)	Topic 11	
		• Measure Lengths (5 Lessons)	Topic 12	

Math Exemplars- Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

Numbers and Operations in Base Ten

- 1.NBT.C.4
- 1.NBT.C.6

M2 The School Measurement Fair: Measuring with Imi and Zani

May 1 – June 6 25 Days	Mathematical Practices: 1, 2, 4 Measurement and Data: Standard 3 (1.MD.B) Geometry: Standards 1-3 (1.G.A)	• Time (4 Lessons)	Topic 13	Due by June 6 District-Wide Standards-Based Benchmark #4
		• Reason with Shapes and Their Attributes (9 Lessons)	Topic 14	
		• Equal Shares of Circles and Rectangles (4 Lessons)	Topic 15	

Math Exemplars- Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

Geometry

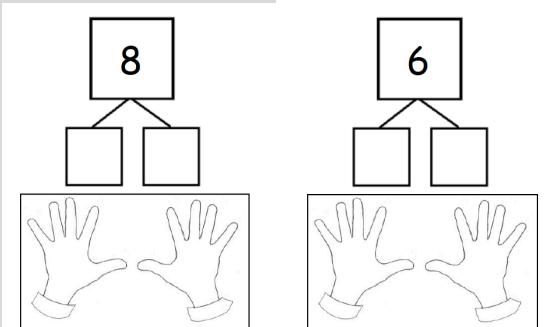
- 1.G.A.1
- 1.G.A.2
- 1.G.A.3

M2 Geometry Shape Games: Geometry with Imi and Zani

OPERATIONS AND ALGEBRAIC THINKING (OA)
Topic 1 - Solve Addition and Subtraction Problems to 10

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> Solve addition and subtraction word problems using pictures and equations Understand the relationship between addition and subtraction 		
TOPIC 1		
Coherence		pp. 1C-1D
Look back: Grade K- <ul style="list-style-type: none"> Count Understand Addition and Subtraction 	Topic 1: <ul style="list-style-type: none"> Real-Life Contexts Understand Addition and Subtraction Situations 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> Add and Subtract Within 20 Add and Subtract Data Add and Subtract Tens and Ones Grade 2- <ul style="list-style-type: none"> Fluency with Facts to 20 Solve Addition and Subtraction Problems
Rigor		p. 1E
Conceptual Understanding: <ul style="list-style-type: none"> Understand Addition and Subtraction Understand a Situation Beyond Key Words 	Procedural Skill and Fluency: <ul style="list-style-type: none"> Sums and Differences 	Applications: <ul style="list-style-type: none"> Operations in Context
Focus	Strand: Mathematical Practice Standard #3	
1.MP.3	<p>Construct viable arguments and critique the reasoning of others. Use stated assumptions, definitions, and previously established results to construct arguments. Explain and justify the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.</p> <p><i>First grade students construct math arguments as they solve addition and subtraction problems and explain their work.</i></p> <p>I can provide complete and clear explanations of my thinking and work. I can decide if other students' explanations make sense; I can clarify or improve other students' arguments. I can use counterexamples when appropriate.</p>	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.OA.1 1.OA.2 (1.OA.A)	<p>Strand: Operations and Algebraic Thinking</p> <p>First grade students will represent and solve problems involving addition and subtraction within 20.</p> <p>Standard 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. <i>For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</i></p> <p>Standard 1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. <i>For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</i></p>	<p>Topic 1: Solve Addition and Subtraction Problems to 10 (pp. 1I-1K)</p> <p>1-1 Solve Problems: Add To (pp. 9-14) 1-2 Solve Problems: Put Together (pp. 15-20) 1-3 Solve Problems; Both Addends Unknown (pp. 21-26) 1-4 Solve Problems: Take From (pp. 27-32) 1-5 Solve Problems: Compare Situations (pp. 33-38) 1-6 Continue to Solve Problems: Compare Situations (pp. 39-44) 1-7 Practice Solving Problems: Add To (pp. 45-50) 1-8 Solve Problems: Put Together/Take Apart (pp. 51-56) 1-9 Math Practices and Problem Solving: Construct Arguments (pp. 57-62)</p>	<p>Topic 1:</p> <ul style="list-style-type: none"> • add • sum • plus • equals • equation • parts • whole • difference • subtract • minus • more • fewer • addend
	<p>Assessment Options:</p>	<p>Topic 1 Assessment – Solve Addition and Subtraction Problems to 10 (<i>print or online</i>) (pp. 69-72)</p> <p>Topic 1 Performance Assessment – Solve Addition and Subtraction Problems to 10 (pp. 73-74)</p>	

Assessment Tasks – Topic 1		
	Procedural Check	Application Task
1.OA.1	<p>Color the number of fingers shown from left to right. Then fill in the parts. Make the number of fingers on one hand a part.</p>  <p>(DOK 1)</p> <p>Eight horses were in the field. Five of them were black. How many of the horses were brown?</p> <p>(DOK 1)</p>	<p>Kate has 4 markers. Jill has 9 markers. How many fewer markers does Kate have than Jill? Write a number sentence that matches this story.</p> <p>(DOK 2)</p> <p>Mia frosted 6 cupcakes. Some of them are chocolate. 4 of them are vanilla. How many are chocolate? Draw a picture to justify your answer.</p>
1.OA.2	<p>Mr. Fisher has 5 chocolate chips cookies, 6 oatmeal raisin cookies and 3 sugar cookies. How many cookies does Mr. Fisher have?</p> <p>(DOK 1)</p>	<p>Suzy was riding the bus and looked out the window. She saw two moms walking their dogs. Each mom was walking two dogs. How many dog ears were there in all?</p> <p>There were _____ dog ears in all. I know this because _____.</p> <p>(DOK 3)</p>

OPERATIONS AND ALGEBRAIC THINKING (OA)
Topic 2 - Fluently Add and Subtract Within 10
Topic 3 - Addition Facts to 20: Use Strategies

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> Solve addition and subtraction word problems using pictures and equations Understand the relationship between addition and subtraction Add within 20 Subtract within 20 		
TOPICS 2 and 3		
Coherence		pp. 75C-75D
Look back: Grade K- <ul style="list-style-type: none"> Understand Addition and Subtraction Decompose Numbers 	Topics 2 and 3: <ul style="list-style-type: none"> Addition Strategies Decomposition Doubles and Near Doubles Think Addition to Subtract Solve Word Problems Properties and Relationships 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> Subtract Within 20 Add and Subtract Data Tens and Ones Grade 2- <ul style="list-style-type: none"> Fluency with Addition and Subtraction Within 20 Addition and Subtraction with Greater Numbers Solve Addition and Subtraction problems
Rigor	p. 75E	
Conceptual Understanding: <ul style="list-style-type: none"> Build on Counting Skills Find Patterns and Relationships in Addition and Subtraction Equations Understand 10 as a Benchmark Number 	Procedural Skill and Fluency: <ul style="list-style-type: none"> Add and Subtract Within 10 Add Within 20 	Applications: <ul style="list-style-type: none"> Addition and Subtraction Situations

Focus	Strand: Mathematical Practice Standard #7 and #3	p. 75F	
1.MP.7 1.MP.3	<p>7. Look for and make use of structure. (Topic 2) 1.MP.3 Recognize and apply the structures of mathematics such as patterns, place value, the properties of operations, or the flexibility of numbers. See complicated things as single objects or as being composed of several objects. I can analyze and describe patterns in numbers.</p> <p>First grade students use structure to apply the Commutative Property to find missing addends.</p> <p>I can analyze and describe patterns in numbers. I can procedures and objects to represent, describe, and work with them in different ways.</p> <p>3. Construct viable arguments and critique the reasoning of others. (Topic 3) Use stated assumptions, definitions, and previously established results to construct arguments. Explain and justify the mathematical reasoning underlying a strategy, solution, or conjecture by using concrete referents such as objects, drawings, diagrams, and actions. Listen to or read the arguments of others, decide whether they make sense, ask useful questions to clarify or improve the arguments, and build on those arguments.</p> <p>First grade students critique the reasoning of others as they determine the best strategies to solve addition and subtraction problems.</p> <p>I can ask questions to understand other people's thinking. I can identify mistakes in other people's thinking. I can provide suggestions for improving other people's thinking.</p>		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.OA.5 1.OA.6 (1.OA.C)	<p>Strand: Operations and Algebraic Thinking</p> <p>First grade students will represent and solve problems involving addition and subtraction within 20.</p> <p>Standard 1.OA.5 Relate counting to addition and subtraction. <i>For example, by counting on 2 to add 2.</i></p> <p>Standard 1.OA.6 Add and subtract within 20.</p> <ol style="list-style-type: none"> Use strategies such as counting on; making ten (<i>for example, $8+6 = 8+2+4 = 10+4 = 14$</i>); decomposing a number leading to a ten (<i>for example, $13-4 =$</i>) 	<p>Topic 2: Fluently Add and Subtract Within 10 (pp. 75I-75L)</p> <p>2-1 Count On To Add (pp. 79-84)</p> <p>2-2 Doubles (pp. 85-90)</p> <p>2-3 Near Doubles (pp. 91-96)</p> <p>2-4 Facts With 5 On A Ten-Frame (pp. 97-102)</p> <p>2-5 Add In Any Order (pp. 103-108)</p> <p>2-6 Count Back To Subtract (pp. 109-114)</p> <p>2-7 Think Addition To Subtract (pp. 115-120)</p> <p>2-8 Continue To Think Addition To Subtract (pp. 121-126)</p> <p>2-9 Solve Word Problems With Facts To 10 (pp. 127-132)</p> <p>2-10 Math Practices and Problem Solving: Look for and Use Structure (pp.133-138)</p>	Topic 2: <ul style="list-style-type: none"> • number line • doubles fact • near doubles fact

	<p>$13-3-1 = 10-1 = 9$; using the relationship between addition and subtraction (<i>for example, knowing that $8+4 = 12$, one knows $12-8 = 4$</i>); and creating equivalent but easier or known sums (<i>for example, adding $6+7$ by creating the known equivalent $6+6 + 1 = 12+1 = 13$</i>).</p> <p>b. By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.</p>	<p>Topic 3: Addition Facts to 20: Use Strategies (pp. 151A-151D)</p> <p>3-1 Count On To Add (pp. 155-160)</p> <p>3-2 Count On To Add Using An Open Number Line (pp. 161-166)</p> <p>3-3 Doubles (pp. 167-172)</p> <p>3-4 Doubles Plus 1 (pp. 173-178)</p> <p>3-5 Doubles Plus 2 (pp. 179-184)</p> <p>3-6 Make 10 To Add (pp. 185-190)</p> <p>3-7 Continue To Make 10 To Add (pp. 191-196)</p> <p>3-8 Explain Addition Strategies (pp. 197-202)</p> <p>3-9 Solve Addition Word Problems With Facts To 20 (pp. 203-208)</p> <p>3-10 Math Practices and Problem Solving: Critique Reasoning (pp. 209-214)</p>	<p>Topic 3:</p> <ul style="list-style-type: none"> • open number line • doubles-plus-1 fact • doubles-plus-2 fact • make 10
	<p>Assessment Options:</p>	<p>Topic 2 Assessment – Fluently Add and Subtract Within 10 (pp. 145-148)</p> <p>Topic 2 Performance Assessment – Fluently Add and Subtract Within 10 (pp. 149-150)</p> <p>Topic 3 Assessment – Addition Facts to 20: Use Strategies (print or online) (pp. 221-224)</p> <p>Topic 3 Performance Assessment – Addition Facts to 20: Use Strategies (pp. 225-226)</p>	

	Assessment Tasks – Topics 2 and 3													
	Procedural Check	Application Task												
1.OA.5	<p>The number is 7.</p> <p>What is 2 more than the 7?</p> <p>What is 3 more than 7?</p> <p>What is 5 more than 7?</p> <p>What is 2 less than 7?</p> <p>What is 4 less than 7?</p> <p>What is 6 less than 16?</p> <p>(DOK 2)</p>	<p>When Austin solved his next problem on the number line, he was counting up. He started at a certain number, and he counted up 4. When he stopped, he was at a number less than 12.</p> <p>What are three different numbers could he have started at?</p> <p style="text-align: center;">_____ _____ _____</p> <p>Draw a number line to prove each choice. (DOK 3)</p>												
1.OA.6	<p>Circle the numbers in the box that can be added to make the number.</p> <table style="margin-left: 80px;"> <tr> <td>9</td> <td>3</td> <td>4</td> <td>6</td> </tr> <tr> <td>6</td> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td>8</td> <td>6</td> <td>2</td> <td>3</td> </tr> </table> <p>(DOK 1)</p>	9	3	4	6	6	1	3	5	8	6	2	3	<p>9 beads spilled on the floor. A student picks up 4. How many beads are still on the floor? Write a number sentence and a statement to share your solution.</p> <p>Extension: If the 9 beads had been picked up by 2 students, how many beads might each student have picked up. Make number sentences and pictures to explain your thinking. (DOK 2)</p>
9	3	4	6											
6	1	3	5											
8	6	2	3											

OPERATIONS AND ALGEBRAIC THINKING (OA)
Topic 4 - Subtraction Facts to 20: Use Strategies

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> • Understand the relationship between addition and subtraction • Add within 20 • Subtract within 20 		
TOPIC 4		
Coherence		pp. 227C-227D
Look back: Grade K- <ul style="list-style-type: none"> • Counting • Making 10 • Related Facts within 5 • Subtraction Word Problems Earlier in Grade 1- <ul style="list-style-type: none"> • Using Addition to Subtract within 10 • Word Problems within 10 	Topic 4: <ul style="list-style-type: none"> • Connecting Addition and Subtraction • Pulling It All Together 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> • Solving Problems About Data • Subtracting Tens Grade 2- <ul style="list-style-type: none"> • Fluency with Facts to 20 • Subtracting within 100 • Subtracting within 1,000
Rigor		p. 227E
Conceptual Understanding: <ul style="list-style-type: none"> • Understand 10 as a Benchmark Number • The Addition-Subtraction Relationship • Understanding Different Problem Situations 	Procedural Skill and Fluency: <ul style="list-style-type: none"> • Using Strategies to Subtract within 20 	Applications: <ul style="list-style-type: none"> • Addition and Subtraction Situations

Focus	Strand: Mathematical Practice Standard #2	p. 227F	
1.MP.2	<p>Reason abstractly and quantitatively. Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Decontextualize a given situation and represent it symbolically. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.</p> <p>First grade students use reasoning as they think about how numbers in word problems are related.</p> <ul style="list-style-type: none"> I can identify and understand the quantities in the problem. I can show and explain how quantities are related. I can translate real-world contexts correctly to numbers, expressions, equations, or concrete or pictorial representations. I can connect numbers, expressions, equations, or concrete or pictorial representations back to real-world contexts. 		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.OA.3 1.OA.4 (1.OA.B)	<p>Strand: Operations and Algebraic Thinking</p> <p>First grade students will understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>Standard 1.OA.3 Apply properties of operations as strategies to add and subtract. <i>For example: If $8+3 = 11$ is known, then $3+8 = 11$ is also known. (Commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4 = 2+10 = 12$. (Associative property of addition.) First grade students need not use formal terms for these properties.</i></p> <p>Standard 1.OA.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10-8$ by finding the number that makes 10 when added to 8.</i></p>	<p>Topic 4: Subtraction Facts to 20: Use Strategies (pp. 227I-227K)</p> <p>4-1 Count To Subtract (pp. 231-236) 4-2 Make 10 to Subtract (pp. 237-242) 4-3 Continue To Make 10 To Subtract (pp. 243-248) 4-4 Fact Families (pp. 249-254) 4-5 Use Addition To Subtract (pp. 255-260) 4-6 Continue To Use Addition To Subtract (pp. 261-266) 4-7 Explain Subtraction Strategies (pp. 267-272) 4-8 Solve Word Problems With Facts To 20 (pp. 273-278) 4-9 Math Practices and Problem Solving: Reasoning (pp. 279-284)</p>	<p>Topic 4:</p> <ul style="list-style-type: none"> • fact family • related facts

	Assessment Options:	Topic 4 Assessment – Subtraction Facts to 20: Use Strategies (<i>print or online</i>) (pp. 291-294) Topic 4 Performance Assessment – Subtraction Facts to 20: Use Strategies (pp. 295-296)	
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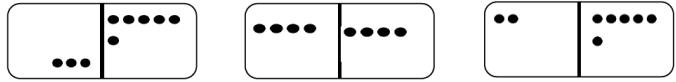
Math Exemplars- Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

Operations and Algebraic Thinking

- 1.OA.A.1 & 2
- 1.OA.B.3
- 1.OA.C.6

District Wide Standards-based Benchmark #1 due by November 18

Assessment Tasks – Topic 4

	Procedural Check	Application Task
1.OA.3	<p>Shade the equal dominoes. Write a true number sentence.</p>  <p style="text-align: center;">_____ + _____ = _____</p> <p>(DOK 1)</p> <p>Write the missing number that makes the number sentence true?</p> <p>$6 + 2 = \underline{\hspace{2cm}} + 6$ $\underline{\hspace{2cm}} + 3 = 3 + 4$</p> <p>(DOK 1)</p>	<p>Joe has 9 marbles. Find all of the many ways he can make nine with the marbles. Draw a picture, write a number sentence and use words to justify your thinking.</p> <p>(DOK 3)</p> <p>Kayla earned 5 stickers from her teacher on Monday and 3 stickers from her teacher on Tuesday. Bryce earned 3 stickers from his teacher on Monday and 5 stickers on Tuesday. Kayla says they have the same number of stickers. Is she correct?</p> <p>Explain why or why not using pictures, numbers and/or words.</p> <p>(DOK 3)</p>
1.OA.4	<p>1. There are 5 toy airplanes flying at the park. 1 went down and broke. How many airplanes are still flying?</p>  <p>$5 - 1 = \underline{\hspace{2cm}}$</p> <p>There are _____ airplanes still flying.</p> <p>(DOK 1)</p>	<p>There are 8 apples and 2 have worms. How many apples do not have worms?</p> <p>Use a ten frame to prove your answer.</p> <p>(DOK 3)</p> <p>A ten frame has one row filled in. Draw the ten frame and write a number sentence that goes with your picture.</p> <p>(DOK 2)</p>

OPERATIONS AND ALGEBRAIC THINKING (OA)
Topic 5 – Work with Addition and Subtraction Equations

Report Card Learning Targets**I can....**

- Solve addition and subtraction word problems using pictures and equations
- Understand the relationship between addition and subtraction
- Add within 20
- Subtract within 20

TOPIC 5**Coherence****pp. 297C-297D****Look back:****Grade K-**

- Compare Numbers
- Meanings of Addition and Subtraction

Earlier in Grade 1-

- Add and Subtract Within 20
- Properties and Strategies
- Missing Addends

Topic 5:

- Equality
- True Equations
- Addition and Subtraction Computation
- Properties of Equations
- Addition and Subtraction Situations

Look Ahead:**Later in Grade 1-**

- Compare Numbers
- Addition and Subtraction Equations with Larger Numbers

Grade 2-

- Continued Work with Addition and Subtraction Equations
- One- and Two-Step Word Problems
- Compare Larger Numbers

Rigor**p. 297E****Conceptual Understanding:**

- Understand the Equal Sign
- True and False Equations

Procedural Skill and Fluency:

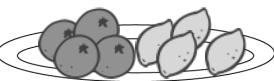
- Use the Associative Property to Add

Applications:

- Addition and Subtraction Situations

Focus	Strand: Mathematical Practice Standard #6	p. 297F	
1.MP.6	<p>Attend to precision. Communicate precisely to others by crafting careful explanations that communicate mathematical reasoning by referring specifically to each important mathematical element, describing the relationships among them, and connecting their words clearly to representations. Calculate accurately and efficiently, and use clear and concise notation to record work.</p> <p>First grade students attend to precision when using the equal sign to symbolize the notion of “the same value as.”</p> <ul style="list-style-type: none"> I can compute accurately. I can use symbols appropriately. I can accurately use problem-solving strategies. I can calculate efficiently, accurately, and fluently. 		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.OA.7 1.OA.8 (1.OA.D)	<p>Strand: Operations and Algebraic Thinking</p> <p>First grade students will work with addition and subtraction equations.</p> <p>Standard 1.OA.7 Understand the meaning of the equal sign, and determine whether equations involving addition and subtraction are true or false. <i>For example which of the following equations are true and which are false? $6 = 6$, $7 = 8-1$, $5+2 = 2+5$, $4+1 = 5+2$</i></p> <p>Standard 1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8+? = 11$, $5 = ?-3$, $6+6 = ?$</i></p>	<p>Topic 5: Work with Addition and Subtraction Equations (pp. 297I-297K)</p> <p>5-1 Find The Unknown Numbers (pp. 299-304)</p> <p>5-2 True Or False Equations (pp. 305-310)</p> <p>5-3 Make True Equations (pp. 311-316)</p> <p>5-4 Word Problems With Three Addends (pp. 317-322)</p> <p>5-5 Add Three Numbers (pp. 323-328)</p> <p>5-6 Solve Addition and Subtraction Word Problems (pp. 329-334)</p> <p>5-7 Math Practices and Problem Solving: Precision (pp. 335-340)</p>	<p>Topic 5: No new vocabulary words Review as needed</p>
	Assessment Options:	<p>Topic 5 Assessment – Work with Addition and Subtraction Equations (<i>print or online</i>) (pp. 345-346)</p> <p>Topic 5 Performance Assessment – Work with Addition and Subtraction Equations (pp. 347-348)</p>	

Assessment Tasks – Topic 5

	Procedural Check	Application Task			
1.OA.7 <p>Circle thumbs up if you agree or thumbs down if you disagree.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding-bottom: 10px;"> $7 - 1 = 8$   </td><td style="width: 50%; vertical-align: top; padding-bottom: 10px;"> $9 = 6 + 3$   </td></tr> <tr> <td style="width: 50%; vertical-align: top; padding-bottom: 10px;"> $3 = 5 - 2$   </td><td style="width: 50%; vertical-align: top; padding-bottom: 10px;"> $2 + 6 = 8$   </td></tr> </table> <p>(DOK 1)</p>	$7 - 1 = 8$  	$9 = 6 + 3$  	$3 = 5 - 2$  	$2 + 6 = 8$  	<p>Write an expression that matches the groups on each plate. If the plate has the same amount of fruit, write the equal sign between the expressions.</p> <p>1.  <input type="text"/> + <input type="text"/>  <input type="text"/></p> <p>2.  <input type="text"/> + <input type="text"/>  <input type="text"/></p> <p>(DOK 2)</p> <p>Look at the number sentence in the box. What number will make that number sentence true?</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">$6 + ? = 9 - 1$</p> <p style="text-align: center;">$? = \underline{\hspace{2cm}}$</p> <p>Draw a picture to prove your answer.</p> <p>(DOK 3)</p>
$7 - 1 = 8$  	$9 = 6 + 3$  				
$3 = 5 - 2$  	$2 + 6 = 8$  				
1.OA.8 <p>What goes with 2 to make 5? $2 + \square = 5$ What goes with 3 to make 6? $3 + \square = 6$ What goes with 4 to make 9? $4 + \square = 9$</p> <p>(DOK 1)</p>	<p>This is a skill-based task. There is no problem task associated with it.</p>				

MEASUREMENT AND DATA (MD)
Topic 6 - Represent and Interpret Data

Report Card Learning Targets – I can....		
<ul style="list-style-type: none"> Represent and interpret data Identify and compare the values of pennies, nickels, dimes and quarters 		
TOPIC 6		
Coherence	pp. 349C-349D	
Look back: Grade K- <ul style="list-style-type: none"> Compare Groups and Numbers Sort Objects Earlier in Grade 1- <ul style="list-style-type: none"> Addition and Subtraction Situations 	Topic 6: <ul style="list-style-type: none"> Data Analysis Addition and Subtraction Situations Represent and Solve Addition and Subtraction Problems 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> Data Analysis Grade 2- <ul style="list-style-type: none"> Graphs and Data
Rigor	p. 349E	
Conceptual Understanding: <ul style="list-style-type: none"> Organize Data Collect and Represent Data Retrieve and Analyze Data 	Procedural Skill and Fluency: <ul style="list-style-type: none"> Represent and Interpret Data 	Applications: <ul style="list-style-type: none"> Addition and Subtraction Situations
Focus	Strand: Mathematical Practice Standard #1 349F	
1.MP.1	<p>Make sense of problems and persevere in solving them. Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.</p> <p><i>First grade students make sense of data representations to identify what a problem is asking for.</i></p> <ul style="list-style-type: none"> I can think about a plan before jumping into the solution. I can, if needed, organize data or use representations to help make sense of the problem. I can identify likely strategies for solving the problem. I do not give up when stuck. I can look for ways to get past being stuck. I can try alternative ways to solve the problem when stuck. 	

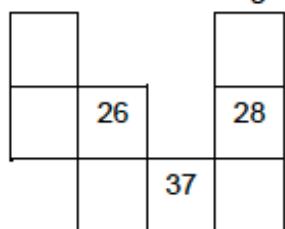
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.MD.4 1.MD.5 (1.MD.C)	<p>Strand: Measurement and Data</p> <p>First grade students will represent and interpret data. First grade students will identify the value of coins.</p> <p>Standard 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>Standard 1.MD.5 Identify the values of pennies, nickels, dimes and quarters and know their comparative values. (<i>For example, a dime is of greater value than a nickel.</i>) Use appropriate notation to designate a coin's value. (<i>For example, 5¢.</i>)</p>	<p>Topic 6: Represent and Interpret Data (pp. 349I-349J)</p> <p>6-1 Organize Data Into Three Categories (pp. 353-358)</p> <p>6-2 Collect and Represent Data (pp. 359-364)</p> <p>6-3 Interpret Data (pp. 365-370)</p> <p>6-4 Continue to Interpret Data (pp. 371-376)</p> <p>6-5 Math Practices and Problem Solving: Make Sense and Persevere (pp. 377-382)</p>	<p>Topic 6:</p> <ul style="list-style-type: none"> • tally marks • data • tally chart • picture graph • survey
	<p>Assessment Options:</p>	<p>Topic 6 Assessment – Represent and Interpret Data (<i>print or online</i>) (pp. 387-388)</p> <p>Topic 6 Performance Assessment – Represent and Interpret Data (pp. 389-390)</p>	

Assessment Tasks – Topic 6

	Procedural Check	Application Task																		
1.MD.4 <p>Skill-Based Task: Mr. Smith's class took a survey of how they get school every day.</p> <p style="text-align: center;">How Do You Get to School?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Car Riders</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bus Riders</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bike Riders</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>How many students ride in a car to get to school? How many students ride a bike to get to school? How many students ride on a bus to get to school? How many more students ride their bike to school than ride the bus to school? How many fewer students ride in a car than ride a bike to get to school?</p>	Car Riders						Bus Riders						Bike Riders						<p>(DOK 1)</p>	<p>A first grade class was asked what their favorite sport was. Organize the data below to answer the questions.</p>  <p>How many students are in each category? How many more students like soccer than basketball? How many fewer students like football than soccer?</p>
Car Riders																				
Bus Riders																				
Bike Riders																				
1.MD.5 <p>Erin emptied her piggy bank and the following coins came out. Identify each coin and its value.</p> 	<p>(DOK 1)</p>	<p>If I have 5 pennies then it is equal to having a _____ . If I have 5 pennies then it is less than a _____ . If I have 5 pennies then it is greater than _____ .</p> <p>Prove with coins, pictures, words or numbers that your answers are true.</p> <p>(DOK 3)</p>																		

NUMBER AND OPERATIONS IN BASE TEN (NBT)
Topic 7 - Extend the Counting Sequence

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> • Count to 120 • Read and write to 120 		
TOPIC 7		
Coherence		pp. 391C-391D
Look back: Grade K- <ul style="list-style-type: none"> • Write Numerals 0-20 • Counting Sequence Earlier in Grade 1- <ul style="list-style-type: none"> • Count On and Back 	Topic 7: <ul style="list-style-type: none"> • Progression of Counting Skills • Use of Tools • Count by Tens 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> • Place Value • Use Counting to Add and Subtract Grade 2- <ul style="list-style-type: none"> • Develop Strategies to Add and Subtract • Numbers to 1,000
Rigor		p. 391E
Conceptual Understanding: <ul style="list-style-type: none"> • Understand That 10 Ones Is 1 Ten • Relate Counting to Place Value 	Procedural Skill and Fluency: <ul style="list-style-type: none"> • Count to 120 	Applications: <ul style="list-style-type: none"> • Counting Situations
Focus	Strand: Mathematical Practice Standard #8	
1.MP.8	<p>Look for and express regularity in repeated reasoning. Notice repetitions in mathematics when solving multiple related problems. Use observations and reasoning to find shortcuts or generalizations. Evaluate the reasonableness of intermediate results.</p> <p><i>First grade students find shortcuts involving counting groups of 10 to count ungrouped objects.</i></p> <p>I can notice and describe when certain calculations or steps in a procedure are repeated. I can generalize from examples or repeated observations. I can recognize and understand appropriate shortcuts. I can evaluate the reasonableness of intermediate results.</p>	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.NBT.1 (1.NBT.A)	<p>Strand: Number and Operations in Base Ten</p> <p>First grade students will extend the counting sequence.</p> <p>Standard 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>Topic 7: Extend the Counting Sequence (pp. 391I-391K)</p> <p>7-1 Count By 10s To 120 (pp. 395-400) 7-2 Count By 1s To 120 (pp. 401-406) 7-3 Count On A Number Chart To 120 (pp. 407-412) 7-4 Count By 1s Or 10s To 120 (pp. 413-418) 7-5 Count On An Open Number line (pp. 419-424) 7-6 Count And Write Numerals (pp. 425-430) 7-7 Math Practices and Problem Solving: Repeated Reasoning (pp. 431-436)</p>	<p>Topic 7:</p> <ul style="list-style-type: none"> • hundred chart • tens digit • row • ones digit • column
	Assessment Options:	<p>Topic 7 Assessment – Extend the Counting Sequence (<i>print or online</i>) (pp. 441-442)</p> <p>Topic 7 Performance Assessment – Extend the Counting Sequence (pp. 443-444)</p>	
Assessment Tasks – Topic 7			
	Procedural Check	Application Task	
1.NBT.1	<ul style="list-style-type: none"> • Have students put number cards in counting sequence. • In small segments, have students write numbers within 0-120 in order. 	<p>Use a partial hundreds chart and fill in missing numbers using counting pattern skills.</p> 	
	(DOK 1)	(DOK 2)	

NUMBER AND OPERATIONS IN BASE TEN (NBT)
Topic 8 - Understand Place Value

Report Card Learning Targets Share with Topic 9 – same standards I can.... <ul style="list-style-type: none"> • Understand place value to the 10's place • Compare two-digit numbers using symbols (<,=,>) 		
TOPIC 8		
Coherence		pp. 445C-445D
Look back: Grade K- <ul style="list-style-type: none"> • Compare Numbers to 10 • Numbers 11 to 20 Earlier in Grade 1- <ul style="list-style-type: none"> • Numbers to 120 	Topic 8: <ul style="list-style-type: none"> • Understand 2-Digit Numbers • Compare 2-Digit Numbers • 10 More and 10 Less 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> • Add Tens and Ones; Subtract Tens Grade 2- <ul style="list-style-type: none"> • Addition and Subtraction Within 100
Rigor		p. 445E
Conceptual Understanding: <ul style="list-style-type: none"> • Place Value with 2-Digit Numbers • Decompose 2-Digit Numbers 	Procedural Skill and Fluency: <ul style="list-style-type: none"> • Compare 2-Digit Numbers 	Applications: <ul style="list-style-type: none"> • Real-World Contexts
Focus	Strand: Mathematical Practice Standard #7	
1.MP.7	<p>Look for and make use of structure. Recognize and apply the structures of mathematics such as patterns, place value, the properties of operations, or the flexibility of numbers. See complicated things as single objects or as being composed of several objects. <i>First grade students look for structure when showing the different ways to represent a 2-digit number using tens and ones.</i></p> <p>I can analyze and describe patterns in numbers. I can analyze expressions, equations, procedures, and objects to represent, describe, and work with them in different ways.</p>	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.NBT.2 1.NBT.3 (1.NBT.B)	<p>Strand: Number and Operations in Base Ten</p> <p>First grade students will understand place value.</p> <p>Standard 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>Standard 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>Topic 8: Understand Place Value (pp. 445I-445J)</p> <p>8-1 Make Numbers 11-19 (pp. 449-454) 8-2 Numbers Made with Tens (pp. 455-460) 8-3 Count with Groups of Tens and Leftovers (pp. 461-466) 8-4 Tens and Ones (pp. 467-472) 8-5 Continue with Tens and Ones (pp. 473-478) 8-6 Math Practices and Problem Solving: Look For and Use Structure (pp. 479-484)</p>	<p>Topic 8:</p> <ul style="list-style-type: none"> • tens • ones
	Assessment Options:	<p>Topic 8 Assessment – Understand Place Value (<i>print or online</i>) (pp. 489-490)</p> <p>Topic 8 Performance Assessment – Understand Place Value (pp. 491-492)</p>	

Math Exemplars- Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

Operations and Algebraic Thinking

- 1.OA.A.1 & 2
- 1.OA.B.3
- 1.OA.A.6

Measurement and Data

- 1.MD.C.4

District Wide Standards-based Benchmark #2 due by February 9

Assessment Tasks – Topic 8								
	Procedural Check	Application Task						
1.NBT.2	<p>Use place value cards to help students identify the value of the number in the tens place and the value of the number in the ones place and represent it in expanded form.</p> <p>Place value cards</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">layered</td> <td style="text-align: center;">separated</td> </tr> <tr> <td style="text-align: center;">front:</td> <td style="text-align: center;"></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>(DOK 1)</p>	layered	separated	front:				<p>22 cubes can be grouped many different way and still be 22. Draw and use words to justify all the many ways 22 can be grouped.</p> <p>(DOK 3)</p>
layered	separated							
front:								
1.NBT.3	<p>Students will explain how they know a number is more, less or equal to another given numbers in all forms including concrete, pictorial and abstract.</p> <p>(DOK 3)</p>	<p>On Halloween night Meg and Troy count their Halloween candy. Meg has 64 pieces of candy and Troy has 59. Who has less candy? Explain how you know this.</p> <p>(DOK 3)</p>						

NUMBER AND OPERATIONS IN BASE TEN (NBT)
Topic 9 - Compare Two-Digit Numbers

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> • Understand place value to the 10's place • Compare two-digit numbers using symbols (<,=,>) 		
TOPIC 9		
Coherence		pp. 445C-445D
Look back: Grade K- <ul style="list-style-type: none"> • Compare Numbers to 10 • Numbers 11 to 20 Earlier in Grade 1- <ul style="list-style-type: none"> • Numbers to 120 	Topic 9: <ul style="list-style-type: none"> • Understand 2-Digit Numbers • Compare 2-Digit Numbers • 10 More and 10 Less 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> • Add Tens and Ones; Subtract Tens Grade 2- <ul style="list-style-type: none"> • Addition and Subtraction Within 100
Rigor		p. 445E
Conceptual Understanding: <ul style="list-style-type: none"> • Place Value with 2-Digit Numbers • Decompose 2-Digit Numbers 	Procedural Skill and Fluency: <ul style="list-style-type: none"> • Compare 2-Digit Numbers 	Applications: <ul style="list-style-type: none"> • Real-World Contexts
Focus	Strand: Mathematical Practice Standard #1	
	p. 445F	
1.MP.1	<p>Make sense of problems and persevere in solving them. Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.</p> <p><i>First grade students can persevere as they narrow down possible answers to solve problems involving place value.</i></p> <ul style="list-style-type: none"> I can give a good explanation of the problem. I can think about a plan before jumping into the solution. I can identify likely strategies for solving the problem. I can make sure the answer makes sense before stopping work. I can look for ways to get past being stuck and try alternative ways to solve the problem when stuck. 	

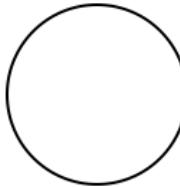
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.NBT.2 1.NBT.3 (1.NBT.B)	<p>Strand: Number and Operations in Base Ten</p> <p>First grade students will understand place value.</p> <p>Standard 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <p>Standard 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>Topic 9: Compare Two-Digit Numbers (pp. 493A-493B)</p> <p>9-1 1 more, 1 less; 10 more, 10 less (pp. 497-502)</p> <p>9-2 Make Numbers on a Hundred Chart (pp. 503-508)</p> <p>9-3 Compare Numbers (pp. 509-514)</p> <p>9-4 Compare Numbers with Symbols (pp. 515-520)</p> <p>9-5 Compare Numbers on a Number Line (pp. 521-526)</p> <p>9-6 Math Practices and Problem Solving: Make Sense and Persevere (pp. 527-532)</p>	<p>Topic 9:</p> <ul style="list-style-type: none"> • less • compare • greater than ($>$) • less than ($<$)
	<p>Assessment Options:</p>	<p>Topic 9 Assessment – Compare Two-Digit Numbers (<i>print or online</i>) (pp. 537-538)</p> <p>Topic 9 Performance Assessment – Compare Two-Digit Numbers (pp. 539-540)</p>	

Assessment Tasks – Topic 9		
	Procedural Check	Application Task
1.NBT.2	<p>Students draw a picture of a two-digit number showing tens and ones.</p> <p>Students will be able to look at a two-digit number and identify which number is in the tens place and which number is in the ones place.</p> <p>(DOK 1)</p>	<p>Give students a paper with many pictures of the same small object. Ask the students to circle sets of ten (these are not organized on the paper), find how many objects there are and represent the number in expanded form.</p> <p>(DOK 2)</p>
1.NBT.3	<p>Compare the following numbers:</p> <p>42 _____ 45</p> <p>21 _____ 12</p> <p>6 _____ 89</p> <p>(DOK 1)</p>	<p>Crew was given the following numbers to add to his number line.</p> <p style="text-align: center;">47, 9, 22, 98, 0</p> <hr/> <p style="text-align: center;">1 5 10 50 100</p> <p>As you place each number on the line, write two ways you know your thinking is correct.</p> <p>(DOK 3)</p>

NUMBER AND OPERATIONS IN BASE TEN (NBT)
Topic 10 - Use Models and Strategies to Add Tens and Ones
Topic 11 - Use Models and Strategies to Subtract Tens

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> Understand addition to 100 using models Add and subtract by groups of 10 		
TOPICS 10 and 11		
Coherence		pp. 541C-541D
Look back: Grade K- <ul style="list-style-type: none"> Numbers to 100 Earlier in Grade 1- <ul style="list-style-type: none"> Hundred Chart and Open Number Line Place Value: Tens and Ones 	Topics 10 and 11: <ul style="list-style-type: none"> Connect Operations Using Models Connect Operations Using Mental Math Connect Operations Using a Hundred Chart Connect Operations Using an Open Number Line Connect Strategies 	Look Ahead: Grade 2- <ul style="list-style-type: none"> Add Within 100 Using Strategies Fluently Add Within 100 Subtract Within 100 Using Strategies Fluently Subtract Within 100 Using Strategies
Rigor		p. 541E
Conceptual Understanding: <ul style="list-style-type: none"> Strategies Based on Place-Value Concepts Understand the Inverse Relationship Between Addition and Subtraction 	Procedural Skill and Fluency: <ul style="list-style-type: none"> Use Addition and Subtraction Strategies 	Applications: <ul style="list-style-type: none"> Real-World Applications
Focus	Strand: Mathematical Practice Standard #4	
1.MP.4	<p>Model with mathematics. Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions. Models may be verbal, contextual, visual, symbolic, or physical.</p> <p><i>First grade students use strategies they know, such as working on an open number line, to model subtracting tens.</i></p> <p>I can identify the correct prior knowledge that needs to be applied to solve a problem. I can use numbers, symbols, and words to solve problems. I can identify the operation(s) needed to solve a problem.</p>	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.NBT.4 1.NBT.5 1.NBT.6 (1.NBT.C)	<p>Strand: Number and Operations in Base Ten</p> <p>First grade students will use place value understanding and properties of operations to add and subtract.</p> <p>Standard 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens to tens, ones to ones; and that it is sometimes necessary to compose a ten.</p> <p>Standard 1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Standard 1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>Topic 10: Use Models and Strategies to Add Tens and Ones (pp. 541I-541K)</p> <p>10-1 Add Tens Using Models (pp. 543-548) 10-2 Mental Math: Ten More Than A Number (pp. 549-554) 10-3 Add Tens and Ones Using a Hundred Chart (pp. 555-560) 10-4 Add Tens and Ones Using an Open Number Line (pp. 561-566) 10-5 Add Tens and Ones Using Models (pp. 567-572) 10-6 Make a Ten to Add (pp. 573-578) 10-7 Add Using Place Value (pp. 579-584) 10-8 Practice Adding Using Strategies (pp. 585-590) 10-9 Math Practices and Problem Solving: Model with Math (pp. 591-596)</p> <p>Topic 11: Use Models and Strategies to Subtract Tens (pp. 609A-609B)</p> <p>11-1 Subtract Tens Using Models (pp. 611-616) 11-2 Subtract Tens Using a Hundred Chart (pp. 617-622) 11-3 Subtract Tens Using an Open Number Line (pp. 623-628) 11-4 Use Addition to Subtract Tens (pp. 629-634) 11-5 Mental Math: Ten Less Than a Number (pp. 635-640) 11-6 Use Strategies to Practice Subtraction (pp. 641-646) 11-7 Math Practices and Problem Solving: Model with Math (pp. 647-652)</p>	<p>Topic 10: No new vocabulary words Review as needed</p> <p>Topic 11: No new vocabulary words Review as needed</p>

	<p>Assessment Options:</p> <p>Topic 10 Assessment – Use Models and Strategies to Add Tens and Ones (<i>print or online</i>) (pp. 603-606)</p> <p>Topic 10 Performance Assessment – Use Models and Strategies to Add Tens and Ones (pp. 607-608)</p>	<p>Topic 11 Assessment – Use Models and Strategies to Subtract Tens (<i>print or online</i>) (pp. 657-658)</p> <p>Topic 11 Performance Assessment – Use Models and Strategies to Subtract Tens (pp. 659-660)</p>	
Assessment Tasks – Topics 10 and 11			
	Procedural Check		Application Task
1.NBT.4	<p>Use sticks and dots ● to show $7 + 44$. Write the sum in the circle.</p>  (DOK 1)		<p>24 red apples and 8 green apples are on the tables. How many apples are on the table? Explain your thinking with pictures or words.</p> <p>10 apples are in the basket. Mary put 10 more apples in the basket. How many apples are in the basket? Explain your thinking with pictures or words.</p> (DOK 3)
1.NBT.5	<p>Students will draw a picture to model 10 more than 50. Students will draw a picture to model 10 less than 50.</p> (DOK 1)		<p>Write the number that is 10 more and 10 less than the following:</p> <p>_____ 40 _____</p> <p>_____ 60 _____</p> <p>_____ 20 _____</p> <p>Use picture models or words to justify your thinking.</p> (DOK 3)
1.NBT.6	<p>Students will demonstrate subtracting tens from multiples of ten using manipulatives and on paper using the following problem:</p> <p>There are 60 students in the gym. 30 students leave. How many students are still in the gym?</p> (DOK 1)		<p>Sarah's mom bought 8 boxes of Capri Suns with ten in each box. At Sarah's party friends drank 30 drinks. How do you know how many drinks Sarah has left? Draw to explain your thinking (DOK 3)</p> <p>Jake's class had 30 tadpoles in a tank. 10 turned into frogs. How many frogs are in the tank? How many tadpoles are in the tank? Explain your reasoning for solving the problem. Write an equation to show how you solved the problem.</p> (DOK 3)

MEASUREMENT AND DATA (MD)
Topic 12 - Measure Lengths

Report Card Learning Targets		
I can....		
<ul style="list-style-type: none"> Measure and order objects based on length 		
TOPIC 12		
Coherence		pp. 661C-661D
Look back: Grade K- <ul style="list-style-type: none"> Compare Numbers Compare by Length and Height Earlier in Grade 1- <ul style="list-style-type: none"> Count and Compare Numbers 	Topic 12: <ul style="list-style-type: none"> Direct and Indirect Measurement 	Look Ahead: Later in Grade 1- <ul style="list-style-type: none"> Two-Dimensional Shapes Grade 2- <ul style="list-style-type: none"> Standard Measurement Units
Rigor		p. 661E
Conceptual Understanding: <ul style="list-style-type: none"> Transitivity Length Units and the Iteration of Length Units 	Procedural Skill and Fluency: <ul style="list-style-type: none"> Measurement Skills 	Applications: <ul style="list-style-type: none"> Measure Real-World Objects
Focus	Strand: Mathematical Practice Standard #5	
1.MP.5	<p>Use appropriate tools strategically.</p> <p>Consider the tools that are available when solving a mathematical problem, whether in a real-world or mathematical context. Choose tools that are relevant and useful to the problem at hand such as physical objects, drawings, diagrams, physical tools, technologies or mathematical tools, such as estimation or a particular strategy or algorithm.</p> <p><i>First grade students learn to choose and use appropriate tools when measuring given items including straight and curved items.</i></p> <p>I can identify available tools. I can think about correct tools to use without prompting. I use tools correctly and accurately. I know when to use a particular tool. I can decide if the results obtained using a particular tool make sense.</p>	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.MD.1 1.MD.2 (1.MD.A)	<p>Strand: Measurement and Data</p> <p>First grade students will measure lengths indirectly and by iterating length units.</p> <p>Standard 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>Standard 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>	<p>Topic 12: Measure Lengths (pp. 661I-661J)</p> <p>12-1 Compare and Order by Length (pp. 667-672) 12-2 Indirect Measurement (pp. 673-678) 12-3 Use Units to Measure Length (pp. 679-684) 12-4 Continue to Measure Length (pp. 685-690) 12-5 Math Practices and Problem Solving: Use Appropriate Tools (pp. 691-696)</p>	<p>Topic 12:</p> <ul style="list-style-type: none"> • length • longer • longest • shorter • shortest • measure • length unit
	<p>Assessment Options:</p>	<p>Topic 12 Assessment – Measure Lengths (print or online) (pp. 701-702) Topic 12 Performance Assessment – Measure Lengths (pp. 703-704)</p>	

Math Exemplars- Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

Numbers and Operations in Base Ten

- 1.NBT.C.4
- 1.NBT.C.6

M2 Creating the School Measurement Fair: Measuring with Imi & Zani

District Wide Standards-based Benchmark #3 due April 28th

Assessment Tasks – Topic 12		
	Procedural Check	Application Task
1.MD.1	Given three objects, students will order them from longest/tallest to shortest, or shortest to longest/tallest. (DOK 1)	Here are some sample problem tasks: Johnny, Sally, and Juan are students in first grade. Johnny is taller than Sally. Sally is shorter than Juan. Who is the tallest? Who is not the tallest and not the shortest? Write to explain how you know. (DOK 3)
	Given two objects, students will select a third object to use as a tool for comparing the first two objects. (DOK 2)	In order to make more room in our classroom for Grandparents' Day, we are going to put the bookcase in the coat closet. How can we find out if the bookcase will fit in the coat closet without moving it? (DOK 2)
1.MD.2	Provide a paper with a variety of lines (different lengths and directions). Have students use a few different manipulatives to measure the same line (e.g., Skittles, marshmallows, cubes, counters, etc.). (DOK 1)	You got a new book from the library. It is 10 paperclips tall and 8 paperclips wide. Will the book fit in your backpack? Write or draw to explain how you know. (DOK 3)

MEASUREMENT AND DATA (MD)
Topic 13 – Time

Report Card Learning Targets			
I can....			
<ul style="list-style-type: none"> • Tell and write time in hours and half-hours 			
TOPIC 13			
Coherence			pp. 705C-705D
Look back: Grade K- <ul style="list-style-type: none"> • Write Numerals to 12 Earlier in Grade 1- <ul style="list-style-type: none"> • Write Numerals to 120 	Topic 13: <ul style="list-style-type: none"> • Connect Analog and Digital Clocks 	Look Ahead: Grade 2- <ul style="list-style-type: none"> • Tell Time to Five Minutes • Use A.M. and P.M. 	
Rigor			p. 705E
Conceptual Understanding: <ul style="list-style-type: none"> • Understand the Hour and Minute Hands • Understand Telling Time 	Procedural Skill and Fluency: <ul style="list-style-type: none"> • There are no standards in this cluster that call for fluency. 	Applications: <ul style="list-style-type: none"> • Real-World Contexts 	
Focus	Strand: Mathematical Practice Standard #2		
1.MP.2	<p>Reason abstractly and quantitatively. Make sense of quantities and their relationships in problem situations. Contextualize quantities and operations by using images or stories. Decontextualize a given situation and represent it symbolically. Interpret symbols as having meaning, not just as directions to carry out a procedure. Know and flexibly use different properties of operations, numbers, and geometric objects.</p> <p><i>First grade students use quantitative reasoning to relate number on a digital clock to the hands on an analog clock.</i></p> <ul style="list-style-type: none"> I can identify and understand the quantities in the problem. I can show and explain how quantities are related. I can translate real-world contexts correctly to numbers, expressions, equations, or concrete or pictorial representations. 		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.MD.3 (1.MD.B)	Strand: Measurement and Data First grade students will tell and write time.	Topic 13: Time (pp. 705I-705J) 13-1 Understand the Hour and Minute Hands (pp. 709-714)	Topic 13: <ul style="list-style-type: none"> • hour • hour hand

	Standard 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	13-2 Tell and Write Time to the Hour <i>(pp. 715-720)</i> 13-3 Tell and Write Time to the Half Hour <i>(pp. 721-726)</i> 13-4 Math Practices and Problem Solving: Reasoning <i>(pp. 727-732)</i>	<ul style="list-style-type: none"> • minute • minute hand • o'clock • half hour
	Assessment Options:	Topic 13 Assessment – Time <i>(print or online)</i> <i>(pp. 737-738)</i> Topic 13 Performance Assessment – Time <i>(pp. 739-740)</i>	
Assessment Tasks – Topic 13			
	Procedural Check		Application Task
1.MD.3	Copy a page of blank clocks or a page with some clocks filled in (with either the analog or the digital time). Student will fill in the missing information. (DOK 1)	Your friend in kindergarten hasn't learned to tell time yet. He can describe where the hands are, but you need to help him know what time it is. For example: The long hand is on the 12, the short hand is on the 4. What time is it? The hour hand is half way between the 7 and the 8. The minute hand is on the 6. What time is it? Write to explain how you know. (DOK 2)	

GEOMETRY (G)**Topic 14 – Reason with Shapes and Their Attributes****Topic 15 – Equal Shares of Circles and Rectangles**

Report Card Learning Targets			
I can....			
<ul style="list-style-type: none"> Build and draw shapes having specific characteristics Divide circles and rectangles into halves and fourths 			
TOPICS 14 and 15			
Coherence		pp. 741C-741D	
Look back: Grade K- <ul style="list-style-type: none"> Name Flat and Solid Shapes Based on Attributes Analyze, Compare, Build, Draw, and Compose Shapes 	Topics 14 and 15: <ul style="list-style-type: none"> Attributes of 2-D and 3-D Shapes Compose 2-D and 3-D Shapes Use Composite 2-D and 3-D Shapes to Make More Shapes Compose and Decompose 2-D Shapes 	Look Ahead: Grade 2- <ul style="list-style-type: none"> Identify and Draw Shapes Partition Shapes 	
Rigor		p. 741E	
Conceptual Understanding: <ul style="list-style-type: none"> Defining and Non-Defining Attributes of Shapes Compose Shapes Partition Shapes into Equal Shares 	Procedural Skill and Fluency: <ul style="list-style-type: none"> There are no standards in this cluster that call for fluency. 	Applications: <ul style="list-style-type: none"> Real-World Applications 	
Focus	Strand: Mathematical Practice Standards #1 and #4		p. 741F
1.MP.1 1.MP.4	<p>1. Make sense of problems and persevere in solving them. (Topic 14)</p> <p>Explain the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. When a solution pathway does not make sense, look for another pathway that does. Explain connections between various solution strategies and representations. Upon finding a solution, look back at the problem to determine whether the solution is reasonable and accurate, often checking answers to problems using a different method or approach.</p> <p><i>First grade students make sense of geometry problems by considering what they know and what the question is asking for.</i></p> <ul style="list-style-type: none"> I can use objects, pictures, or diagrams to make sense of problems. I can persevere in solving problems. I can explain the meaning of the problem to myself. I can choose and apply previously learned concepts and skills. 		

	<p>4. Model with mathematics. (Topic 15)</p> <p>Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions. Models may be verbal, contextual, visual, symbolic, or physical.</p> <p>First grade students apply what they know about composing and partitioning shapes to solve geometry problems in real-world contexts.</p> <p>I can recognize mathematics in everyday situations. I can use varied representations (e.g., pictures and objects) to solve problems. I can apply previously learned concepts and procedures to solve problems. I can use numbers, symbols, and words to solve problems.</p>		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
1.G.1 1.G.2 1.G.3 (1.G.A)	<p>Strand: Geometry</p> <p>First grade students will reason with shapes and their attributes.</p> <p>Standard 1.G.1 Distinguish between defining attributes (for example triangles are closed and three-sided) versus non-defining attributes (for example, color, orientation, overall size); build and draw shapes that posses defining attributes.</p> <p>Standard 1.G.2 Compose shapes.</p> <p>a. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) to create a composite shape, and compose new shapes from the composite shape.</p> <p>b. Compose three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. First grade students do not need to learn formal names such as “right rectangular prism.”</p>	<p>Topic 14: Reason with Shapes and Their Attributes (pp. 741I-741K)</p> <p>14-1 Use Attributes to Define Two-Dimensional (2-D) Shapes (pp. 747-752) 14-2 Defining and Non-Defining Attributes of 2-D Shapes (pp. 753-758) 14-3 Build and Draw 2-D Shapes by Attributes (pp. 759-764) 14-4 Compose 2-D Shapes (pp. 765-770) 14-5 Compose New 2-D Shapes from 2-D Shapes (pp. 771-776) 14-6 Use Attributes to Define Three-Dimensional (3-D) Shapes (pp. 777-782) 14-7 Defining and Non-Defining Attributes for 3-D Shapes (pp. 783-788) 14-8 Compose with 3-D Shapes (pp. 789-794) 14-9 Math Practices and Problem Solving: Make Sense and Persevere (pp. 795-800)</p>	<p>Topic 14:</p> <ul style="list-style-type: none"> • 2-D shapes • sides • vertices • edges • faces • flat surface • rectangular prism • three-dimensional (3-D) shapes

<p>Standard 1.G.3 Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of or four of the shares. Understand that, for these examples, decomposing into more equal shares creates smaller shares.</p>	<p>Topic 15: Equal Shares of Circles and Rectangles (pp. 813A-813B)</p> <p>15-1 Make Equal Shares (pp. 817-822) 15-2 Make Halves and Fourths of Rectangles and Circles (pp. 823-828) 15-3 Understand Halves and Fourths (pp. 829-834) 15-4 Math Practices and Problem Solving: Model with Math (pp. 835-840)</p>	<p>Topic 15:</p> <ul style="list-style-type: none"> • equal shares • halves • fourths • quarters
<p>Assessment Options:</p> <p>Topic 14 Assessment – Reason with Shapes and Their Attributes (<i>print or online</i>) (pp. 807-810)</p> <p>Topic 14 Performance Assessment – Reason with Shapes and their Attributes (pp. 811-812)</p>	<p>Topic 15 Assessment – Equal Shares of Circles and Rectangles (<i>print or online</i>) (pp. 845-846)</p> <p>Topic 15 Performance Assessment – Equal Shares of Circles and Rectangles (pp. 847-848)</p>	

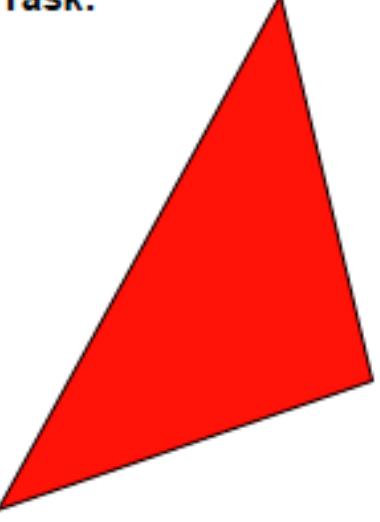
Math Exemplars- Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

Geometry

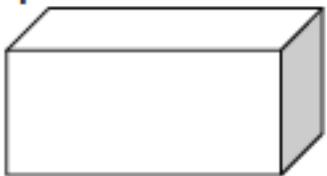
- 1.G.A.1, 2 & 3

M2 Geometry Shape Games: Geometry with Imi and Zani

District Wide Standards-based Benchmark #4 due by June 6

Assessment Tasks – Topics 14 and 15		
	Procedural Check	Application Task
1.G.1	<p>Skill-Based Task:</p>  <p>Name this shape: _____</p> <p>Circle all of the defining attributes.</p> <p>red 3 angles large 3 sides open 4 sides small 5 angles closed</p> <p>(DOK 1)</p>	<p>Draw a group of shapes with the same defining attributes. Justify your choices.</p> <p>(DOK 3)</p>
1.G.2		<p>Create and record a composite shape using two or more shapes.</p> <p>Create and record a different composite shape using those same shapes.</p> <p>(DOK 2)</p>

Which two shapes could you use to create this composite shape?



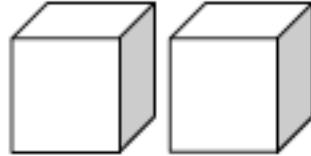
a.



b.



c.



(DOK 1)

1.G.3 Partition the rectangle into halves.

(DOK 1)

Partition the circle into fourths.

(DOK 1)

Sam is having a pizza party. Show how Sam can share the pizza equally.

(DOK 2)

Mr. Williams made peanut butter sandwiches for his two children. He used the same bread for both sandwiches. He cut Jana's sandwich into 2 pieces. He cut Brooklyn's sandwich into 4 pieces. Who had bigger pieces? Draw a picture to justify your answer.

(DOK 3)

1st Grade Money Lesson Plan

Part I:

1. Teacher Name: Sally Wayne	Date: May 16, 2016	Plan Duration: 90 minutes
2. Course/Content/Grade: 1 st Grade		
3. Unit/Topic/Module: Identifying Coins		
4. Core Standard(s): Standard 1.MD.5 Identify the values of pennies, nickels, dimes and quarters and know their comparative values. (<i>For example, a dime is of greater value than a nickel.</i>) Use appropriate notation to designate a coin's value. (<i>For example, 5¢.</i>)		
Standard 1.MP.4 Model with Mathematics. Identify the mathematical elements of a situation and create a mathematical model that shows the relationships among them. Identify important quantities in a contextual situation, use mathematical models to show the relationships of those quantities, analyze the relationships, and draw conclusions. Models may be verbal, contextual, visual, symbolic, or physical.		
5. Lesson Objective: I can identify the value of pennies, nickels, dimes, and quarters and know which one is worth more or less.		
6. Vocabulary Essential to student understanding: penny, nickel, dime, and quarter		
7. Interdisciplinary Connections: SL1.1 speaking and listening throughout whole group and skill-based instruction using math practice standards		
8. Materials and Technology needed to enhance learning: computer, video link, money (pennies, nickels, dimes, quarters), index card with money values, place value blocks.		
9. Assessment(s) for student learning that guide instructive decisions (formative): Teacher calls out a coin and students hold it up and then calls out a value and student again holds up the appropriate coin.		

Part II:

10. Pacing (mins.)	WHAT THE TEACHER DOES:	WHAT THE STUDENT DOES:		HOW THE TEACHER ADJUSTS THE LESSON FOR ALL LEARNERS:	15. Notes/ Resources for each part (optional)
Review 10 min.	Include Explicit Instruction: I do / We do / You all do / You do	11. Lesson Sequence- <ul style="list-style-type: none">• What will I do and when will I do it?	12. Student Skill or Knowledge for each part of the lesson sequence <ul style="list-style-type: none">• What will my students be doing to acquire skills or knowledge during this part of the lesson? AND Opportunities to Respond (OTRs) that provide immediate checks for understanding<ul style="list-style-type: none">• How will my students show me their level of understanding in this part of the lesson sequence?	14. Scaffolding for the needs of ALL learners (include interventions) <ul style="list-style-type: none">• What will I do for students who are struggling to meet the target? What will I do for students who have already met the target? AND• Grouping Structures I need for effective scaffolding	
Objectives 2 min.	Review skills as needed				
Vocabulary 5 min.	I can identify the value of pennies, nickels, dimes, and quarters and know which one is worth more or less.	Students will chorally repeat the objective.	1	Hold up money or have pictures of coins as you work through the objective to support students	
	Each student will have a bag of money that includes pennies, nickels, dimes and quarters. Have each student pull the appropriate coin out as you teach the coin name and value.	Students engage in the explicit vocabulary routine	1	Teacher writes on the board the different ways to identify/write the amount. For example, 5 cents, 5¢, and 0.05 dollars. Use a picture to match/represent the written amount.	

Concept and Skill Development (30 minutes)	<p>Use the link below, Learning Coins:</p> <ul style="list-style-type: none"> • Click on the Learn button • Have the student pull the coins out of their bags as you click through the presentation. • Discuss the value of each coin • Complete the coin sorting activity at the end as a class <p>Learning Coins http://www.abcyah.com/learning_coins.htm</p> <p><u>Additional supporting links:</u> https://www.youtube.com/watch?v=A1xUdKuPh_A https://www.youtube.com/watch?v=aaJLkveG750&list=PL5krdpimlyua5gIGHvAWaGiWVzp7JXqh https://www.youtube.com/watch?v=RVpcZ5obmsM&index=2&list=PL5krdpimlyua5gIGHvAWaGiWVzp7JXqh</p>	<p>Have the students find the coins they are talking about in the presentation from their bag of coins</p> <p>Students check with a neighbor to see if they have the same coins and tell them why they know they are holding up the right coin</p> <p>Choral Response</p> <p>Paired Discussion</p>	<p>1</p> <p>3</p>	<p>Observe students to be sure they are pulling out the appropriate coin and giving the right justification</p>	<p>Connect money to base ten blocks and skip counting</p>

Skill-based instruction (45 min.)

<p>Reteach at the back table:</p> <p>Have students bring their bags of money back to the table and begin with pennies to identify and count them. Teacher connects coin values to base ten blocks. Move to nickels, dimes and quarters when students are ready. Have the students sort the money and tell a partner what each pile is and how much each coin is worth.</p> <p>Possible Center Activities: Sorting Money- students sort handfuls of money and identify each pile of coins</p> <p>Extension station- a student picks a card out of a pile that says an amount. The student uses coin to make that amount. (e.g. 7 cents..... 7 pennies equal 7 cents and 1 nickel and 2 pennies equal 7 cents.)</p> <p>Skip Counting- Student use skip counting to identify the value of bags of coins.</p> <p>Value Match- student turns over an index card with a 1¢, 5¢, 10¢ or 25¢ written on it. The student will find all the coins that match the card. The student must tell their partner why they chose each coin.</p> <p>Closure: Review the objective with the students and provide ongoing support at transition</p>	<p>Students will identify, sort and count coins.</p> <p>Student discuss and justify as they work to identify and compare coins</p> <p>Student will be expected to use the vocabulary as they communicate with their partner during centers.</p>	2 3	Observe and listen to students for understanding Model and write sentence stems to support partner discourse.	Be sure students have partners to work through each center.
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North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

1st Grade Mathematics • Unpacked Content

For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13.

This document is designed to help North Carolina educators teach the Common Core State Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do. This document may also be used to facilitate discussion among teachers and curriculum staff and to encourage coherence in the sequence, pacing, and units of study for grade-level curricula. This document, along with on-going professional development, is one of many resources used to understand and teach the CCSS.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://corestandards.org/the-standards>

Updated: August 2012

1st Grade Mathematics • Unpacked Content

Standards for Mathematical Practice in First Grade

The Common Core State Standards for Mathematical Practice are practices expected to be integrated into every mathematics lesson for all students Grades K-12. Below are a few examples of how these Practices may be integrated into tasks that students complete.

1) Make Sense and Persevere in Solving Problems.	Mathematically proficient students in First Grade continue to develop the ability to focus attention, test hypotheses, take reasonable risks, remain flexible, try alternatives, exhibit self-regulation, and persevere (Copley, 2010). As the teacher uses thoughtful questioning and provides opportunities for students to share thinking, First Grade students become conscious of what they know and how they solve problems. They make sense of task-type problems, find an entry point or a way to begin the task, and are willing to try other approaches when solving the task. They ask themselves, “Does this make sense?” First Grade students’ conceptual understanding builds from their experiences in Kindergarten as they continue to rely on concrete manipulatives and pictorial representations to solve a problem, eventually becoming fluent and flexible with mental math as a result of these experiences.
2) Reason abstractly and quantitatively.	Mathematically proficient students in First Grade recognize that a number represents a specific quantity. They use numbers and symbols to represent a problem, explain thinking, and justify a response. For example, when solving the problem: <i>“There are 60 children on the playground. Some children line up. There are 20 children still on the playground. How many children lined up?”</i> first grade students may write $20 + 40 = 60$ to indicate a Think-Addition strategy. Other students may illustrate a counting-on by tens strategy by writing $20 + 10 + 10 + 10 + 10 = 60$. The numbers and equations written illustrate the students’ thinking and the strategies used, rather than how to simply compute, and how the story is decontextualized as it is represented abstractly with symbols.
3) Construct viable arguments and critique the reasoning of others.	Mathematically proficient students in First Grade continue to develop their ability to clearly express, explain, organize and consolidate their math thinking using both verbal and written representations. Their understanding of grade appropriate vocabulary helps them to construct viable arguments about mathematics. For example, when justifying why a particular shape isn’t a square, a first grade student may hold up a picture of a rectangle, pointing to the various parts, and reason, “It can’t be a square because, even though it has 4 sides and 4 angles, the sides aren’t all the same size.” In a classroom where risk-taking and varying perspectives are encouraged, mathematically proficient students are willing and eager to share their ideas with others, consider other ideas proposed by classmates, and question ideas that don’t seem to make sense.
4) Model with mathematics.	Mathematically proficient students in First Grade model real-life mathematical situations with a number sentence or an equation, and check to make sure that their equation accurately matches the problem context. They also use tools, such as tables, to help collect information, analyze results, make conclusions, and review their conclusions to see if the results make sense and revising as needed.
5) Use appropriate tools strategically.	Mathematically proficient students in First Grade have access to a variety of concrete (e.g. 3-dimensional solids, ten frames, number balances, number lines) and technological tools (e.g., virtual manipulatives, calculators, interactive websites) and use them to investigate mathematical concepts. They select tools that help them solve and/or illustrate solutions to a problem. They recognize that multiple tools can be used for the same problem- depending on the strategy used. For example, a child who is in the counting stage may choose connecting cubes to solve a problem. While, a student who understands parts of number, may solve the same problem using ten-frames to decompose numbers rather than using individual connecting cubes. As the teacher provides numerous opportunities for students to use educational materials, first grade students’ conceptual understanding and higher-order thinking skills are developed.

6) Attend to precision.	Mathematically proficient students in First Grade attend to precision in their communication, calculations, and measurements. They are able to describe their actions and strategies clearly, using grade-level appropriate vocabulary accurately. Their explanations and reasoning regarding their process of finding a solution becomes more precise. In varying types of mathematical tasks, first grade students pay attention to details as they work. For example, as students' ability to attend to position and direction develops, they begin to notice reversals of numerals and self-correct when appropriate. When measuring an object, students check to make sure that there are not any gaps or overlaps as they carefully place each unit end to end to measure the object (iterating length units). Mathematically proficient first grade students understand the symbols they use ($=, >, <$) and use clear explanations in discussions with others. For example, for the sentence $4 > 3$, a proficient student who is able to attend to precision states, "Four is more than 3" rather than "The alligator eats the four. It's bigger."
7) Look for and make use of structure.	Mathematically proficient students in First Grade carefully look for patterns and structures in the number system and other areas of mathematics. For example, while solving addition problems using a number balance, students recognize that regardless whether you put the 7 on a peg first and then the 4, or the 4 on first and then the 7, they both equal 11 (commutative property). When decomposing two-digit numbers, students realize that the number of tens they have constructed 'happens' to coincide with the digit in the tens place. When exploring geometric properties, first graders recognize that certain attributes are critical (number of sides, angles), while other properties are not (size, color, orientation).
8) Look for and express regularity in repeated reasoning.	Mathematically proficient students in First Grade begin to look for regularity in problem structures when solving mathematical tasks. For example, when adding three one-digit numbers and by making tens or using doubles, students engage in future tasks looking for opportunities to employ those same strategies. Thus, when solving $8+7+2$, a student may say, "I know that 8 and 2 equal 10 and then I add 7 more. That makes 17. It helps to see if I can make a 10 out of 2 numbers when I start." Further, students use repeated reasoning while solving a task with multiple correct answers. For example, in the task "There are 12 crayons in the box. Some are red and some are blue. How many of each could there be?" First Grade students realize that the 12 crayons could include 6 of each color ($6+6 = 12$), 7 of one color and 5 of another ($7+5 = 12$), etc. In essence, students repeatedly find numbers that add up to 12.

Grade 1 Critical Areas

The Critical Areas are designed to bring focus to the standards at each grade by describing the big ideas that educators can use to build their curriculum and to guide instruction. The Critical Areas for First Grade can be found on page 13 in the *Common Core State Standards for Mathematics*.

1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.

Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. Developing understanding of whole number relationships and place value, including grouping in tens and ones.

Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

3. Developing understanding of linear measurement and measuring lengths as iterating length units.

Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

4. Reasoning about attributes of, and composing and decomposing geometric shapes.

Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Operations and Algebraic Thinking

1.0A

Common Core Cluster

Represent and solve problems involving addition and subtraction.

Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations.

An important component of solving problems involving addition and subtraction is the ability to recognize that any given group of objects (up to 10) can be separated into sub groups in multiple ways and remain equivalent in amount to the original group (Ex: A set of 6 cubes can be separated into a set of 2 cubes and a set of 4 cubes and remain 6 total cubes).

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **adding to, taking from, putting together, taking apart, comparing, unknown, sum, less than, equal to, minus, subtract, the same amount as, and** (to describe (+) symbol)

*NOTE: *Subtraction names a missing part. Therefore, the minus sign should be read as “minus” or “subtract” but not as “take away”. Although “take away” has been a typical way to define subtraction, it is a narrow and incorrect definition.* (*Fosnot & Dolk, 2001; Van de Walle & Lovin, 2006)

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?									
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ¹	<p>First grade students extend their experiences in Kindergarten by working with numbers to 20 to solve a new type of problem situation: Compare (See Table 1 at end of document for examples of all problem types). In a Compare situation, two amounts are compared to find “How many more” or “How many less”.</p> <table border="1"><thead><tr><th colspan="3">Problem Type: Compare</th></tr></thead><tbody><tr><td><i>Difference Unknown:</i> “How many more?” version. Lucy has 7 apples. Julie has 9 apples. How many more apples does Julie have than Lucy?</td><td><i>Bigger Unknown:</i> “More” version suggests operation. Julie has 2 more apples than Lucy. Lucy has 7 apples. How many apples does Julie have?</td><td><i>Smaller Unknown:</i> Version with “more” Mastery expected in Second Grade</td></tr><tr><td>“How many fewer?” version Lucy has 7 apples. Julie has 9 apples. How many fewer apples does Lucy have than Julie? $7 + \square = 9$ $9 - 7 = \square$</td><td><i>Bigger Unknown:</i> Version with “fewer” Mastery expected in Second Grade</td><td><i>Smaller Unknown:</i> “Fewer” version suggests operation. Lucy has 2 fewer apples than Julie. Julie has 9 apples. How many apples does Lucy have?</td></tr></tbody></table>	Problem Type: Compare			<i>Difference Unknown:</i> “How many more?” version. Lucy has 7 apples. Julie has 9 apples. How many more apples does Julie have than Lucy?	<i>Bigger Unknown:</i> “More” version suggests operation. Julie has 2 more apples than Lucy. Lucy has 7 apples. How many apples does Julie have?	<i>Smaller Unknown:</i> Version with “more” Mastery expected in Second Grade	“How many fewer?” version Lucy has 7 apples. Julie has 9 apples. How many fewer apples does Lucy have than Julie? $7 + \square = 9$ $9 - 7 = \square$	<i>Bigger Unknown:</i> Version with “fewer” Mastery expected in Second Grade	<i>Smaller Unknown:</i> “Fewer” version suggests operation. Lucy has 2 fewer apples than Julie. Julie has 9 apples. How many apples does Lucy have?
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Compare problems are more complex than those introduced in Kindergarten. In order to solve compare problem types, First Graders must think about a quantity that is not physically present and must conceptualize that amount. In addition, the language of “how many more” often becomes lost or not heard with the language of ‘who has more’. With rich experiences that encourage students to match problems with objects and drawings can help students master these challenges.

NOTE: Although First Grade students should have experiences solving and discussing all 12 problem types located in Table 1, they are not expected to master all types by the end of First Grade due to the high language and conceptual demands of some of the problem types. **Please see Table 1 at the end of this document** for problem types that First Grade Students are expected to master by the end of First Grade. (*Note: this Table is different than the Table 1 in the original glossary found on the CCSS website.*)

First Graders also extend the sophistication of the methods they used in Kindergarten (counting) to add and subtract within this larger range. Now, First Grade students use the methods of counting on, making ten, and doubles +/- 1 or +/- 2 to solve problems.

Example: Nine bunnies were sitting on the grass. Some more bunnies hopped there. Now, there are 13 bunnies on the grass. How many bunnies hopped over there?

Counting On Method	Student: Niiinnnee.... holding a finger for each next number counted 10, 11, 12, 13. Holding up her four fingers, 4! 4 bunnies hopped over there."
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Example: 8 red apples and 6 green apples are on the tree. How many apples are on the tree?

Making Tens Method	Student: I broke up 6 into 2 and 4. Then, I took the 2 and added it to the 8. That's 10. Then I add the 4 to the 10. That's 14. So there are 14 apples on the tree.
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Example: 13 apples are on the table. 6 of them are red and the rest are green. How many apples are green?

Doubles +/- 1 or 2	Student: I know that 6 and 6 is 12. So, 6 and 7 is 13. There are 7 green apples.
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In order for students to read and use equations to represent their thinking, they need extensive experiences with addition and subtraction situations in order to connect the experiences with symbols (+, -, =) and equations ($5 = 3 + 2$). In Kindergarten, students demonstrated the understanding of how objects can be joined (addition) and separated (subtraction) by representing addition and subtraction situations using objects, pictures and words. In First Grade, students extend this understanding of addition and subtraction situations to use the addition symbol (+) to represent joining situations, the subtraction symbol (-) to represent separating situations, and the equal sign (=) to represent a relationship regarding quantity between one side of the equation and the other.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

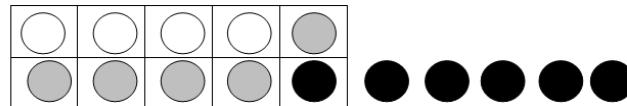
First Grade students solve multi-step word problems by adding (joining) three numbers whose sum is less than or equal to 20, using a variety of mathematical representations.

Example: Mrs. Smith has 4 oatmeal raisin cookies, 5 chocolate chip cookies, and 6 gingerbread cookies. How many cookies does Mrs. Smith have?

Student A:

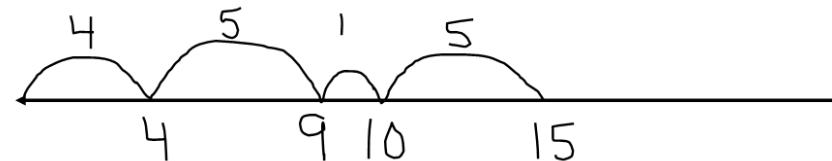
I put 4 counters on the Ten Frame for the oatmeal raisin cookies. Then, I put 5 different color counters on the ten frame for the chocolate chip cookies. Then, I put another 6 color counters out for the gingerbread cookies. Only one of the gingerbread cookies fit, so I had 5 leftover. Ten and five more makes 15 cookies. Mrs. Smith has 15 cookies.

$$4 + 5 + 6 = \star$$



Student B:

I used a number line. First I jumped to 4, and then I jumped 5 more. That's 9. I broke up 6 into 1 and 5 so I could jump 1 to make 10. Then, I jumped 5 more and got 15. Mrs. Smith has 15 cookies.



$$4 + 5 + 6 = \star$$

Student C:

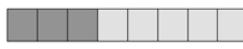
I wrote: $4 + 5 + 6 = \square$. I know that 4 and 6 equals 10, so the oatmeal raisin and gingerbread equals 10 cookies. Then I added the 5 chocolate chip cookies. 10 and 5 is 15. So, Mrs. Smith has 15 cookies.

Common Core Cluster

Understand and apply properties of operations and the relationship between addition and subtraction.

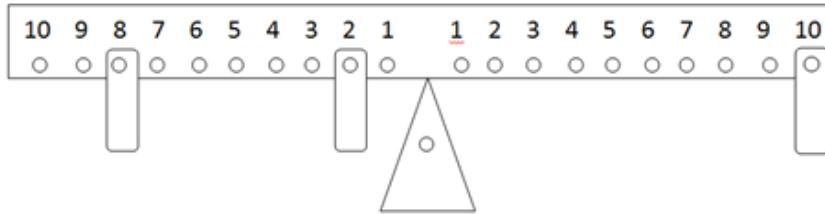
Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **order, first, second**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?				
<p>1.OA.3 Apply properties of operations as strategies to add and subtract.² <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.</i> <i>(Commutative property of addition.)</i> <i>To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.</i> <i>(Associative property of addition.)</i></p> <p>² Students need not use formal terms for these properties.</p>	<p>Elementary students often believe that there are hundreds of isolated addition and subtraction facts to be mastered. However, when students understand the commutative and associative properties, they are able to use relationships between and among numbers to solve problems. First Grade students apply properties of operations as strategies to add and subtract. Students do not use the formal terms “commutative” and “associative”. Rather, they use the understandings of the commutative and associative property to solve problems.</p> <table border="1" data-bbox="593 714 1896 1122"> <thead> <tr> <th data-bbox="593 714 1142 763">Commutative Property of Addition</th><th data-bbox="1142 714 1896 763">Associative Property of Addition</th></tr> </thead> <tbody> <tr> <td data-bbox="593 763 1142 1122"> <p>The order of the addends does not change the sum. For example, if $8 + 2 = 10$ is known, then $2 + 8 = 10$ is also known.</p> </td><td data-bbox="1142 763 1896 1122"> <p>The grouping of the 3 or more addends does not affect the sum. For example, when adding $2 + 6 + 4$, the sum from adding the first two numbers first ($2 + 6$) and then the third number (4) is the same as if the second and third numbers are added first ($6 + 4$) and then the first number (2). The student may note that $6+4$ equals 10 and add those two numbers first before adding 2. Regardless of the order, the sum remains 12.</p> </td></tr> </tbody> </table> <p>Students use mathematical tools and representations (e.g., cubes, counters, number balance, number line, 100 chart) to model these ideas.</p> <p>Commutative Property Examples:</p> <p><u>Cubes</u> A student uses 2 colors of cubes to make as many different combinations of 8 as possible. When recording the combinations, the student records that 3 green cubes and 5 blue cubes equals 8 cubes in all. In addition, the student notices that 5 green cubes and 3 blue cubes also equals 8 cubes.</p> <div style="text-align: right; margin-top: 20px;">  $3 + 5 = 8$  $5 + 3 = 8$ </div>	Commutative Property of Addition	Associative Property of Addition	<p>The order of the addends does not change the sum. For example, if $8 + 2 = 10$ is known, then $2 + 8 = 10$ is also known.</p>	<p>The grouping of the 3 or more addends does not affect the sum. For example, when adding $2 + 6 + 4$, the sum from adding the first two numbers first ($2 + 6$) and then the third number (4) is the same as if the second and third numbers are added first ($6 + 4$) and then the first number (2). The student may note that $6+4$ equals 10 and add those two numbers first before adding 2. Regardless of the order, the sum remains 12.</p>
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Number Balance

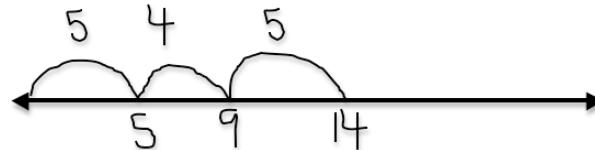
A student uses a number balance to investigate the commutative property. “If 8 and 2 equals 10, then I think that if I put a weight on 2 first this time and then on 8, it’ll also be 10.”



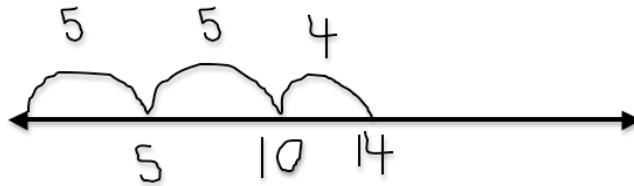
Associative Property Examples:

Number Line: $\square = 5 + 4 + 5$

Student A: First I jumped to 5. Then, I jumped 4 more, so I landed on 9. Then I jumped 5 more and landed on 14.



Student B: I got 14, too, but I did it a different way. First I jumped to 5. Then, I jumped 5 again. That’s 10. Then, I jumped 4 more. See, 14!



Mental Math: There are 9 red jelly beans, 7 green jelly beans, and 3 black jelly beans. How many jelly beans are there in all?

Student: “I know that $7 + 3$ is 10. And 10 and 9 is 19. There are 19 jelly beans.”

1.OA.4 Understand subtraction as an unknown-addend problem.

For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.

First Graders often find subtraction facts more difficult to learn than addition facts. By understanding the relationship between addition and subtraction, First Graders are able to use various strategies described below to solve subtraction problems.

For Sums to 10

***Think-Addition:**

Think-Addition uses known addition facts to solve for the unknown part or quantity within a problem. When students use this strategy, they think, “What goes with this part to make the total?” The think-addition strategy is particularly helpful for subtraction facts with sums of 10 or less and can be used for sixty-four of the 100 subtraction facts. Therefore, in order for think-addition to be an effective strategy, students must have mastered addition facts first.

For example, when working with the problem $9 - 5 = \square$, First Graders think “Five and what makes nine?”, rather than relying on a counting approach in which the student counts 9, counts off 5, and then counts what’s left. When subtraction is presented in a way that encourages students to think using addition, they use known addition facts to solve a problem.

Example: $10 - 2 = \square$

Student: “2 and what make 10? I know that 8 and 2 make 10. So, $10 - 2 = 8$.”

For Sums Greater than 10

The 36 facts that have sums greater than 10 are often considered the most difficult for students to master. Many students will solve these particular facts with Think-Addition (described above), while other students may use other strategies described below, depending on the fact. Regardless of the strategy used, all strategies focus on the relationship between addition and subtraction and often use 10 as a benchmark number.

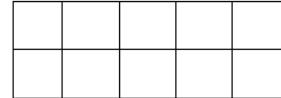
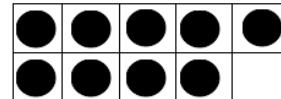
***Build Up Through 10:**

This strategy is particularly helpful when one of the numbers to be subtracted is 8 or 9. Using 10 as a bridge, either 1 or 2 are added to make 10, and then the remaining amount is added for the final sum.

Example: $15 - 9 = \square$

Student A: “I’ll start with 9. I need one more to make 10. Then, I need 5 more to make 15. That’s 1 and 5- so it’s 6. $15 - 9 = 6$.”

Student B: "I put 9 counters on the 10 frame. Just looking at it I can tell that I need 1 more to get to 10. Then I need 5 more to get to 15. So, I need 6 counters."



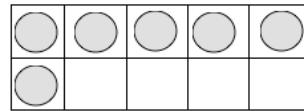
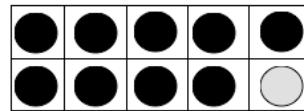
*Back Down Through 10

This strategy uses take-away and 10 as a bridge. Students take away an amount to make 10, and then take away the rest. It is helpful for facts where the ones digit of the two-digit number is close to the number being subtracted.

Example: $16 - 7 = \square$

Student A: "I'll start with 16 and take off 6. That makes 10. I'll take one more off and that makes 9. $16 - 7 = 9$."

Student B: "I used 16 counters to fill one ten frame completely and most of the other one. Then, I can take these 6 off from the 2nd ten frame. Then, I'll take one more from the first ten frame. That leaves 9 on the ten frame."



*Van de Walle & Lovin, 2006

Common Core Cluster

Add and subtract within 20.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **addition, subtraction, counting all, counting on, counting back**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	<p>When solving addition and subtraction problems to 20, First Graders often use counting strategies, such as counting all, counting on, and counting back, before fully developing the essential strategy of using 10 as a benchmark number. Once students have developed counting strategies to solve addition and subtraction problems, it is very important to move students toward strategies that focus on composing and decomposing number using ten as a benchmark number, as discussed in 1.OA.6, particularly since counting becomes a hindrance when working with larger numbers. By the end of First Grade, students are expected to use the strategy of 10 to solve problems.</p> <p><u>Counting All:</u> Students count all objects to determine the total amount. <u>Counting On & Counting Back:</u> Students hold a “start number” in their head and count on/back from that number.</p> <p><u>Example:</u> $15 + 2 = \square$</p> <div style="border: 1px solid black; padding: 10px;"><p><u>Counting All</u> The student counts out fifteen counters. The student adds two more counters. The student then counts all of the counters starting at 1 (1, 2, 3, 4,...14, 15, 16, 17) to find the total amount.</p></div> <div style="border: 1px solid black; padding: 10px;"><p><u>Counting On</u> Holding 15 in her head, the student holds up one finger and says 16, then holds up another finger and says 17. The student knows that $15 + 2$ is 17, since she counted on 2 using her fingers.</p></div> <p><u>Example:</u> $12 - 3 = \square$</p> <div style="border: 1px solid black; padding: 10px;"><p><u>Counting All</u> The student counts out twelve counters. The student then removes 3 of them. To determine the final amount, the student counts each one (1, 2, 3, 4, 5, 6, 7, 8, 9) to find out the final amount.</p></div> <div style="border: 1px solid black; padding: 10px;"><p><u>Counting Back</u> Keeping 12 in his head, the student counts backwards, “11” as he holds up one finger; says “10” as he holds up a second finger; says “9” as he holds up a third finger. Seeing that he has counted back 3 since he is holding up 3 fingers, the student states that $12 - 3 = 9$.</p></div>

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

In First Grade, students learn about and use various strategies to solve addition and subtraction problems. When students repeatedly use strategies that make sense to them, they internalize facts and develop fluency for addition and subtraction within 10. When students are able to demonstrate fluency within 10, they are accurate, efficient, and flexible. First Graders then apply similar strategies for solving problems within 20, building the foundation for fluency to 20 in Second Grade.

Developing Fluency for Addition & Subtraction within 10

Example: Two frogs were sitting on a log. 6 more frogs hopped there. How many frogs are sitting on the log now?

Counting- On

I started with 6 frogs and then counted up, Sixxxx.... 7, 8. So there are 8 frogs on the log.
 $6 + 2 = 8$

Internalized Fact

There are 8 frogs on the log. I know this because 6 plus 2 equals 8.
 $6 + 2 = 8$

Add and Subtract within 20

Example: Sam has 8 red marbles and 7 green marbles. How many marbles does Sam have in all?

Making 10 and Decomposing a Number

I know that 8 plus 2 is 10, so I broke up (decomposed) the 7 up into a 2 and a 5. First I added 8 and 2 to get 10, and then added the 5 to get 15.

$$7 = 2 + 5$$

$$8 + 2 = 10$$

$$10 + 5 = 15$$

Creating an Easier Problem with Known Sums

I broke up (decomposed) 8 into 7 and 1. I know that 7 and 7 is 14. I added 1 more to get 15.

$$8 = 7 + 1$$

$$7 + 7 = 14$$

$$14 + 1 = 15$$

Example: There were 14 birds in the tree. 6 flew away. How many birds are in the tree now?

Back Down Through Ten

I know that 14 minus 4 is 10. So, I broke the 6 up into a 4 and a 2. 14 minus 4 is 10. Then I took away 2 more to get 8.

$$6 = 4 + 2$$

$$14 - 4 = 10$$

$$10 - 2 = 8$$

Relationship between Addition & Subtraction

I thought, ‘6 and what makes 14?’ . I know that 6 plus 8 is 12 and two more is 14. That’s 8 altogether. So, that means that 14 minus 6 is 8.

$$6 + 8 = 14$$

$$14 - 6 = 8$$

Common Core Standard and Cluster

Work with addition and subtraction equations.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **equations, equal, the same amount/quantity as, true, false**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
<p>1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p>	<p>In order to determine whether an equation is true or false, First Grade students must first understand the meaning of the equal sign. This is developed as students in Kindergarten and First Grade solve numerous joining and separating situations with mathematical tools, rather than symbols. Once the concepts of joining, separating, and “the same amount/quantity as” are developed concretely, First Graders are ready to connect these experiences to the corresponding symbols (+, -, =). Thus, students learn that the equal sign does not mean “the answer comes next”, but that the symbol signifies an equivalent relationship that the left side ‘has the same value as’ the right side of the equation.</p> <p>When students understand that an equation needs to “balance”, with equal quantities on both sides of the equal sign, they understand various representations of equations, such as:</p> <ul style="list-style-type: none"> • an operation on the left side of the equal sign and the answer on the right side ($5 + 8 = 13$) • an operation on the right side of the equal sign and the answer on the left side ($13 = 5 + 8$) • numbers on both sides of the equal sign ($6 = 6$) • operations on both sides of the equal sign ($5 + 2 = 4 + 3$). <p>Once students understand the meaning of the equal sign, they are able to determine if an equation is true ($9 = 9$) or false ($9 = 8$).</p>
<p>1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \underline{\hspace{1cm}} - 3$, $6 + 6 = \underline{\hspace{1cm}}$.</i></p>	<p>First Graders use their understanding of and strategies related to addition and subtraction as described in 1.OA.4 and 1.OA.6 to solve equations with an unknown. Rather than symbols, the unknown symbols are boxes or pictures.</p> <p>Example: Five cookies were on the table. I ate some cookies. Then there were 3 cookies. How many cookies did I eat?</p> <p>Student A: What goes with 3 to make 5? 3 and 2 is 5. So, 2 cookies were eaten.</p> <p>Student B: Fiiivee, four, three (<i>holding up 1 finger for each count</i>). 2 cookies were eaten (<i>showing 2 fingers</i>).</p> <p>Student C: We ended with 3 cookies. Threeeee, four, five (<i>holding up 1 finger for each count</i>). 2 cookies were eaten (<i>showing 2 fingers</i>).</p> <p>Example: Determine the unknown number that makes the equation true. $5 - \square = 2$</p> <p>Student: 5 minus something is the same amount as 2. Hmmm. 2 and what makes 5? 3! So, 5 minus 3 equals 2. Now it's true!</p>

Common Core Cluster

Extend the counting sequence.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: *number words 0-120*

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	<p>First Grade students rote count forward to 120 by counting on from any number less than 120. First graders develop accurate counting strategies that build on the understanding of how the numbers in the counting sequence are related—each number is one more (or one less) than the number before (or after). In addition, first grade students read and write numerals to represent a given amount.</p> <p>As first graders learn to understand that the position of each digit in a number impacts the quantity of the number, they become more aware of the order of the digits when they write numbers. For example, a student may write “17” and mean “71”. Through teacher demonstration, opportunities to “find mistakes”, and questioning by the teacher (“I am reading this and it says seventeen. Did you mean seventeen or seventy-one? How can you change the number so that it reads seventy-one?”), students become precise as they write numbers to 120.</p>

Common Core Cluster

Understand place value.

Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

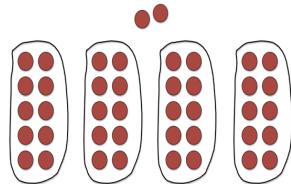
Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **tens, ones, bundle, left-overs, singles, groups, greater/less than, equal to**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
<p>1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p>	<p>First Grade students are introduced to the idea that a bundle of ten ones is called “a ten”. This is known as unitizing. When First Grade students unitize a group of ten ones as a whole unit (“a ten”), they are able to count groups as though they were individual objects. For example, 4 trains of ten cubes each have a value of 10 and would be counted as 40 rather than as 4. This is a monumental shift in thinking, and can often be challenging for young children to consider a group of something as “one” when all previous experiences have been counting single objects. This is the foundation of the place value system and requires time and rich experiences with concrete manipulatives to develop.</p> <p>The diagram illustrates the decomposition of the number 42. It shows four sets of ten red cubes (representing tens) and two additional red cubes (representing ones). Arrows point from these blocks to a place value chart. The chart has two columns: 'TENS' and 'ONES'. The 'TENS' column contains the digit '4' above a box labeled '4'. The 'ONES' column contains the digit '2' above a box labeled '2'. Another arrow points from the place value chart to the numerical representation '42'.</p> <p>A student’s ability to conserve number is an important aspect of this standard. It is not obvious to young children that 42 cubes is the same amount as 4 tens and 2 left-overs. It is also not obvious that 42 could also be composed of 2 groups of 10 and 22 leftovers. Therefore, first graders require ample time grouping proportional objects (e.g., cubes, beans, beads, ten-frames) to make groups of ten, rather than using pre-grouped materials (e.g., base ten blocks, pre-made bean sticks) that have to be “traded” or are non-proportional (e.g., money).</p> <p><u>Example:</u> 42 cubes can be grouped many different ways and still remain a total of 42 cubes.</p> <p>Three diagrams show different ways to group 42 cubes. The first shows four vertical columns of ten cubes each, with two extra cubes at the top. The second shows a large cluster of 42 cubes. The third shows four vertical columns of ten cubes each, with a cluster of 22 cubes in the middle.</p> <p><i>“We want children to construct the idea that all of these are the same and that the sameness is clearly evident by virtue of the groupings of ten. Groupings by tens is not just a rule that is followed but that any grouping by tens, including all or some of the singles, can help tell how many.”</i> (Van de Walle & Lovin, p. 124)</p>

As children build this understanding of grouping, they move through several stages: **Counting By Ones; Counting by Groups & Singles; and Counting by Tens and Ones.**

Counting By Ones: At first, even though First Graders will have grouped objects into tens and left-overs, they rely on counting all of the individual cubes by ones to determine the final amount. It is seen as the only way to determine how many.

Example:

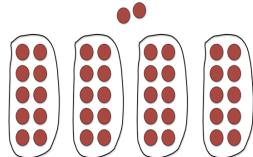


Teacher: How many counters do you have?

Student: 1, 2, 3, 4, 41, 42. I have 42 counters.

Counting By Groups and Singles: While students are able to group objects into collections of ten and now tell how many groups of tens and left-overs there are, they still rely on counting by ones to determine the final amount. They are unable to use the groups and left-overs to determine how many.

Example:



Teacher: How many counters do you have?

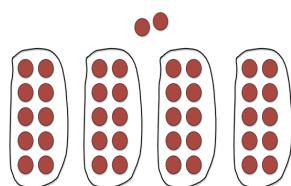
Student: I have 4 groups of ten and 2 left-overs.

Teacher: Does that help you know how many? How many do you have?

Student: Let me see. 1, 2, 3, 4, 5, 41, 42. I have 42 counters.

Counting by Tens & Ones: Students are able to group objects into ten and ones, tell how many groups and left-overs there are, and now use that information to tell how many. Ex: “I have 3 groups of ten and 4 left-overs. That means that there are 34 cubes in all.” Occasionally, as this stage is becoming fully developed, first graders rely on counting by ones to “really” know that there are 34, even though they may have just counted the total by groups and left-overs.

Example:



Teacher: How many counters do you have?

Student: I have 4 groups of ten and 2 left-overs.

Teacher: Does that help you know how many? How many do you have?

Student: Yes. That means that I have 42 counters.

Teacher: Are you sure?

Student: Um. Let me count just to make sure... 1, 2, 3, ... 41, 42. Yes. I was right. There are 42 counters.

Base Ten Materials: Groupable and Pre-Grouped

Ample experiences with a variety of groupable materials that are proportional (e.g., cubes, links, beans, beads) and ten frames allow students opportunities to create tens and break apart tens, rather than “trade” one for another. Since students first learning about place value concepts primarily rely on counting, the physical opportunity to build tens helps them to “see” that a “ten stick” has “ten items” within it. Pre-grouped materials (e.g., base ten blocks, bean sticks) are not introduced or used until a student has a firm understanding of composing and decomposing tens. (Van de Walle & Lovin, 2006)

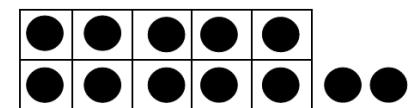
- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

First Grade students extend their work from Kindergarten when they composed and decomposed numbers from 11 to 19 into ten ones and some further ones. In Kindergarten, everything was thought of as individual units: “ones”. In First Grade, students are asked to unitize those ten individual ones as a whole unit: “one ten”. Students in first grade explore the idea that the teen numbers (11 to 19) can be expressed as *one* ten and some leftover ones. Ample experiences with a variety of groupable materials that are proportional (e.g., cubes, links, beans, beads) and ten frames help students develop this concept.

Example: Here is a pile of 12 cubes. Do you have enough to make a ten? Would you have any leftover? If so, how many leftovers would you have?

Student A

I filled a ten frame to make one ten and had two counters left over.
I had enough to make a ten with some leftover.
The number 12 has 1 ten and 2 ones.



Student B

I counted out 12 cubes. I had enough to make 10. I now have 1 ten and 2 cubes left over. So the number 12 has 1 ten and 2 ones.



In addition, when learning about forming groups of 10, First Grade students learn that a numeral can stand for many different amounts, depending on its position or place in a number. This is an important realization as young children begin to work through reversals of digits, particularly in the teen numbers.

Example: Comparing 19 to 91

19

91

Teacher: Are these numbers the same or different?

Students: Different!

Teacher: Why do you think so?

Students: Even though they both have a one and a nine, the top one is nineteen. The bottom one is ninety-one.

Teacher: Is that true some of the time, or all of the time? How do you know? Teacher continues discussion.

<p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p>First Grade students apply their understanding of groups of ten as stated in 1.NBT.2b to decade numbers (e.g. 10, 20, 30, 40). As they work with groupable objects, first grade students understand that 10, 20, 30...80, 90 are comprised of a certain amount of groups of tens with none left-over.</p>		
<p>1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>First Grade students use their understanding of groups and order of digits to compare two numbers by examining the amount of tens and ones in each number. After numerous experiences verbally comparing two sets of objects using comparison vocabulary (e.g., 42 is more than 31. 23 is less than 52, 61 is the same amount as 61.), first grade students connect the vocabulary to the symbols: greater than ($>$), less than ($<$), equal to ($=$).</p> <p><u>Example:</u> Compare these two numbers. $42 \underline{\hspace{1cm}} 45$</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px; vertical-align: top;"> Student A 42 has 4 tens and 2 ones. 45 has 4 tens and 5 ones. They have the same number of tens, but 45 has more ones than 42. So, 42 is less than 45. $42 < 45$ </td> <td style="padding: 10px; vertical-align: top;"> Student B 42 is less than 45. I know this because when I count up I say 42 before I say 45. $42 < 45$ This says 42 is less than 45. </td> </tr> </table>	Student A 42 has 4 tens and 2 ones. 45 has 4 tens and 5 ones. They have the same number of tens, but 45 has more ones than 42. So, 42 is less than 45. $42 < 45$	Student B 42 is less than 45. I know this because when I count up I say 42 before I say 45. $42 < 45$ This says 42 is less than 45.
Student A 42 has 4 tens and 2 ones. 45 has 4 tens and 5 ones. They have the same number of tens, but 45 has more ones than 42. So, 42 is less than 45. $42 < 45$	Student B 42 is less than 45. I know this because when I count up I say 42 before I say 45. $42 < 45$ This says 42 is less than 45.		

Common Core Cluster

Use place value understanding and properties of operations to add and subtract.

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<p>First Grade students use concrete materials, models, drawings and place value strategies to add within 100. They do so by being flexible with numbers as they use the base-ten system to solve problems. The standard algorithm of carrying or borrowing is neither an expectation nor a focus in First Grade. Students use strategies for addition and subtraction in Grades K-3. By the end of Third Grade students use a range of algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction to fluently add and subtract within 1000. Students are expected to fluently add and subtract multi-digit whole numbers using the standard algorithm by the end of Grade 4.</p> <p>Example: 24 red apples and 8 green apples are on the table. How many apples are on the table?</p> <p>Student A: I used ten frames. I put 24 chips on 3 ten frames. Then, I counted out 8 more chips. 6 of them filled up the third ten frame. That meant I had 2 left over. 3 tens and 2 left over. That's 32. So, there are 32 apples on the table.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> $24 + 6 = 30$ $30 + 2 = 32$ </div> <div> <p>The image shows three separate ten frames. The first ten frame has all 10 squares filled with black dots, representing 20. The second ten frame also has all 10 squares filled with black dots, representing another 20. The third ten frame has 6 black dots in the top row and 2 grey dots in the bottom row, representing 6 more units. This visualizes the addition $20 + 20 + 6 = 30 + 2 = 32$.</p> </div> <div> <p>An open number line starting at 24 and ending at 32. There are tick marks at 24, 30, and 32. Above the line, a curved arrow labeled '6' points from 24 to 30. Another curved arrow labeled '2' points from 30 to 32. This illustrates the jump strategy where 8 is broken down into 6 and 2, added to 24 to reach 30, and then 2 more is added to reach 32.</p> </div> </div> <p>Student B: I used an open number line. I started at 24. I knew that I needed 6 more jumps to get to 30. So, I broke apart 8 into 6 and 2. I took 6 jumps to land on 30 and then 2 more. I landed on 32. So, there are 32 apples on the table.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> $24 + 6 = 30$ $30 + 2 = 32$ </div> <div> <p>An open number line starting at 24 and ending at 32. There are tick marks at 24, 30, and 32. Above the line, a curved arrow labeled '6' points from 24 to 30. Another curved arrow labeled '2' points from 30 to 32. This illustrates the jump strategy where 8 is broken down into 6 and 2, added to 24 to reach 30, and then 2 more is added to reach 32.</p> </div> </div> <p>Student C: I turned 8 into 10 by adding 2 because it's easier to add. So, 24 and ten more is 34. But, since I added 2 extra, I had to take them off again. 34 minus 2 is 32. There are 32 apples on the table.</p> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> $8 + 2 = 10$ $24 + 10 = 34$ $34 - 2 = 32$ </div>

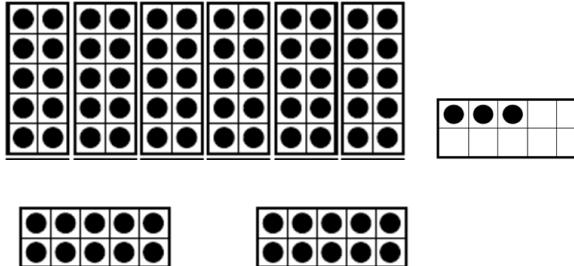
Example: 63 apples are in the basket. Mary put 20 more apples in the basket. How many apples are in the basket?

Student A:

I used ten frames. I picked out 6 filled ten frames. That's 60. I got the ten frame with 3 on it. That's 63. Then, I picked one more filled ten frame for part of the 20 that Mary put in. That made 73. Then, I got one more filled ten frame to make the rest of the 20 apples from Mary. That's 83. So, there are 83 apples in the basket.

$$63 + 10 = 73$$

$$73 + 10 = 83$$



Student B:

I used a hundreds chart. I started at 63 and jumped down one row to 73. That means I moved 10 spaces. Then, I jumped down one more row (that's another 10 spaces) and landed on 83. So, there are 83 apples in the basket.

$$63 + 10 = 73$$

$$73 + 10 = 83$$

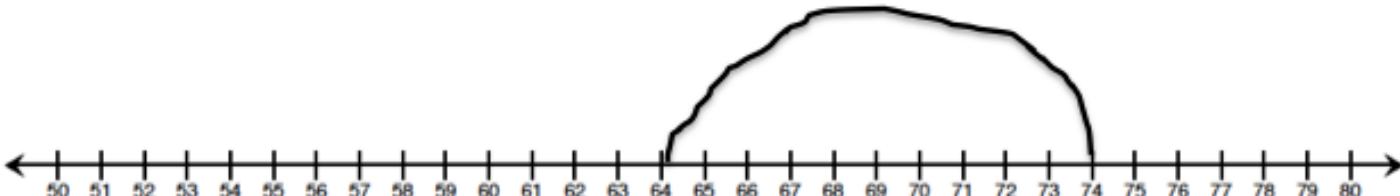
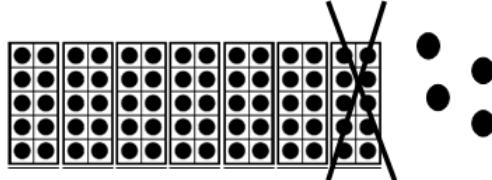
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Student C:

I knew that 10 more than 63 is 73. And 10 more than 73 is 83. So, there are 83 apples in the basket.

$$63 + 10 = 73$$

$$73 + 10 = 83$$

<p>1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>First Graders build on their count by tens work in Kindergarten by mentally adding ten more and ten less than any number less than 100. First graders are not expected to compute differences of two-digit numbers other than multiples of ten. Ample experiences with ten frames and the number line provide students with opportunities to think about groups of ten, moving them beyond simply rote counting by tens on and off the decade. Such representations lead to solving such problems mentally.</p> <p>Example: <u>There are 74 birds in the park. 10 birds fly away. How many birds are in the park now?</u></p> <p>Student A I thought about a number line. I started at 74. Then, because 10 birds flew away, I took a leap of 10. I landed on 64. So, there are 64 birds left in the park.</p>  <p>Student B I pictured 7 ten frames and 4 left over in my head. Since 10 birds flew away, I took one of the ten frames away. That left 6 ten frames and 4 left over. So, there are 64 birds left in the park.</p>  <p>Student C I know that 10 less than 74 is 64. So there are 64 birds in the park.</p>
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1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

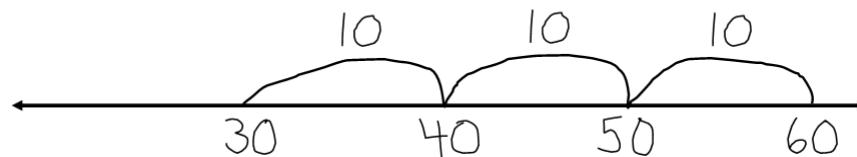
First Grade students use concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50). They often use similar strategies as discussed in 1.OA.4.

Example: There are 60 students in the gym. 30 students leave. How many students are still in the gym?

Student A

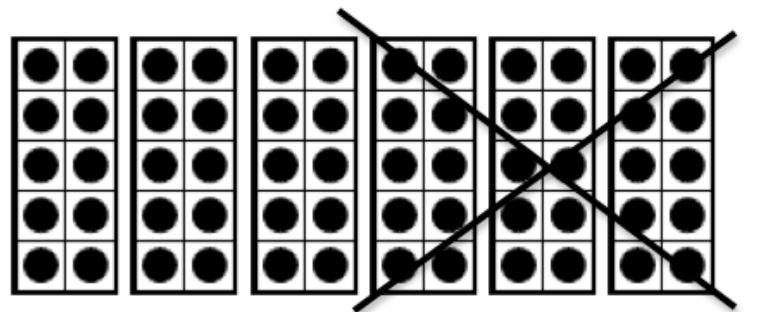
I used a number line. I started at 60 and moved back 3 jumps of 10 and landed on 30. There are 30 students left.

$$\begin{aligned}60 - 10 &= 50 \\50 - 10 &= 40 \\40 - 10 &= 30\end{aligned}$$



Student B

I used ten frames. I had 6 ten frames- that's 60. I removed three ten frames because 30 students left the gym. There are 30 students left in the gym.



$$60 - 30 = 30$$

Student C

I thought, “30 and what makes 60?”. I know 3 and 3 is 6. So, I thought that 30 and 30 makes 60. There are 30 students still in the gym.

$$30 + 30 = 60$$

Common Core Cluster

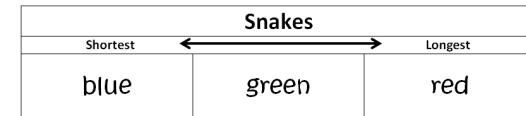
Measure lengths indirectly and by iterating length units.

Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.¹

¹Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **measure, order, length, height, more, less, longer than, shorter than, first, second, third, gap, overlap, about, a little less than, a little more than**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<p>First Grade students continue to use direct comparison to compare lengths. <i>Direct</i> comparison means that students compare the amount of an attribute in two objects without measurement.</p> <p>Example: Who is taller? Student: Let's stand back to back and compare our heights. Look! I'm taller!</p> <p>Example: Find at least 3 objects in the classroom that are the same length as, longer than, and shorter than your forearm.</p> <p>Sometimes, a third object can be used as an intermediary, allowing <i>indirect</i> comparison. For example, if we know that Aleisha is taller than Barbara and that Barbara is taller than Callie, then we know (due to the transitivity of “taller than”) that Aleisha is taller than Callie, even if Aleisha and Callie never stand back to back. This concept is referred to as the transitivity principle for indirect measurement.</p> <p>Example: The snake handler is trying to put the snakes in order- from shortest to longest. She knows that the red snake is longer than the green snake. She also knows that the green snake is longer than the blue snake. What order should she put the snakes?</p> <p>Student: Ok. I know that the red snake is longer than the green snake and the blue snake because, since it's longer than the green, that means that it's also longer than the blue snake. So the longest snake is the red snake. I also know that the green snake and red snake are both longer than the blue snake. So, the blue snake is the shortest snake. That means that the green snake is the medium sized snake.</p>



NOTE: The Transitivity Principle (“transitivity”)¹: If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

Example: Which is longer: the height of the bookshelf or the height of a desk?

Student A: I used a pencil to measure the height of the bookshelf and it was 6 pencils long. I used the same pencil to measure the height of the desk and the desk was 4 pencils long. Therefore, the bookshelf is taller than the desk.

Student B: I used a book to measure the bookshelf and it was 3 books long. I used the same book to measure the height of the desk and it was a little less than 2 books long. Therefore, the bookshelf is taller than the desk.

Another important set of skills and understandings is ordering a set of objects by length. Such sequencing requires multiple comparisons (no more than 6 objects). Students need to understand that each object in a seriation is larger than those that come before it, and shorter than those that come after.

Example: The snake handler is trying to put the snakes in order- from shortest to longest. Here are the three snakes (3 strings of different length and color). What order should she put the snakes?

Student: Ok. I will lay the snakes next to each other. I need to make sure to be careful and line them up so they all start at the same place. So, the blue snake is the shortest. The green snake is the longest. And the red snake is medium-sized. So, I'll put them in order from shortest to longest: blue, red, green.

(*Progressions for CCSSM: Geometric Measurement*, The CCSS Writing Team, June 2012.)

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

First Graders use objects to measure items to help students focus on the attribute being measured. Objects also lends itself to future discussions regarding the need for a standard unit.

First Grade students use multiple copies of one object to measure the length larger object. They learn to lay physical units such as centimeter or inch manipulatives end-to-end and count them to measure a length. Through numerous experiences and careful questioning by the teacher, students will recognize the importance of careful measuring so that there are not any gaps or overlaps in order to get an accurate measurement. This concept is a foundational building block for the concept of area in 3rd Grade.

Example: How long is the pencil, using paper clips to measure?

Student: I carefully placed paper clips end to end.
The pencil is 5 paper clips long. I thought it would take about 6 paperclips.



When students use different sized units to measure the same object, they learn that the sizes of the units must be considered, rather than relying solely on the amount of objects counted.

Example: Which row is longer?



Student Incorrect Response: The row with 6 sticks is longer. Row B is longer.

Student Correct Response: They are both the same length. See, they match up end to end.

In addition, understanding that the results of measurement and direct comparison have the same results encourages children to use measurement strategies.

Example: Which string is longer? Justify your reasoning.

Student: I placed the two strings side by side. The red string is longer than the blue string. But, to make sure, I used color tiles to measure both strings. The red string measured 8 color tiles. The blue string measured 6 color tiles. So, I was right. The red string is longer.

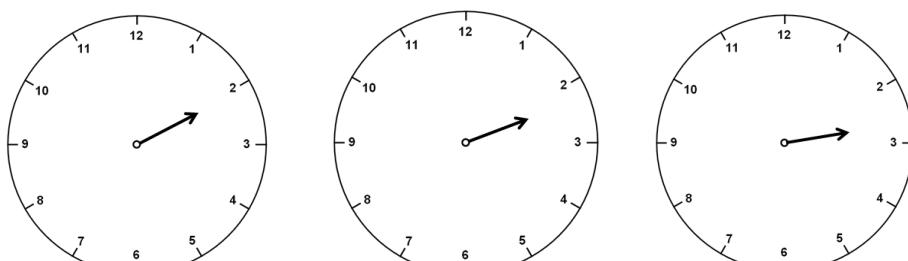
NOTE: The instructional progression for teaching measurement begins by ensuring that students can perform direct comparisons. Then, children should engage in experiences that allow them to connect number to length, using manipulative units that have a standard unit of length, such as centimeter cubes. These can be labeled “length-units” with the students. Students learn to lay such physical units end-to-end and count them to measure a length. They compare the results of measuring to direct and indirect comparisons.

(Progressions for CCSSM: Geometric Measurement, The CCSS Writing Team, June 2012.)

Common Core Cluster

Tell and write time.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **time, hour, half-hour, about, o'clock, past, "six"-thirty**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	<p>For young children, reading a clock can be a difficult skill to learn. In particular, they must understand the differences between the two hands on the clock and the functions of these hands. By carefully watching and talking about a clock with only the hour hand, First Graders notice when the hour hand is directly pointing at a number, or when it is slightly ahead/behind a number. In addition, using language, such as “about 5 o’clock” and “a little bit past 6 o’clock”, and “almost 8 o’clock” helps children begin to read an hour clock with some accuracy. Through rich experiences, First Grade students read both analog (numbers and hands) and digital clocks, orally tell the time, and write the time to the hour and half-hour.</p>  <p>All of these clocks indicate the hour of “two”, although they look slightly different. This is an important idea for students as they learn to tell time.</p>

Common Core Cluster

Represent and interpret data.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **data, more, most, less, least, same, different, category, question, collect**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?												
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<p>First Grade students collect and use categorical data (e.g., eye color, shoe size, age) to answer a question. The data collected are often organized in a chart or table. Once the data are collected, First Graders interpret the data to determine the answer to the question posed. They also describe the data noting particular aspects such as the total number of answers, which category had the most/least responses, and interesting differences/similarities between the categories. As the teacher provides numerous opportunities for students to create questions, determine up to 3 categories of possible responses, collect data, organize data, and interpret the results, First Graders build a solid foundation for future data representations (picture and bar graphs) in Second Grade.</p> <p>Example: Survey Station During Literacy Block, a group of students work at the Survey Station. Each student writes a question, creates up to 3 possible answers, and walks around the room collecting data from classmates. Each student then interprets the data and writes 2-4 sentences describing the results. When all of the students in the Survey Station have completed their own data collection, they each share with one another what they discovered. They ask clarifying questions of one another regarding the data, and make revisions as needed. They later share their results with the whole class.</p> <p>Student: The question, “What is your favorite flavor of ice cream?” is posed and recorded. The categories chocolate, vanilla and strawberry are determined as anticipated responses and written down on the recording sheet. When asking each classmate about their favorite flavor, the student’s name is written in the appropriate category. Once the data are collected, the student counts up the amounts for each category and records the amount. The student then analyzes the data by carefully looking at the data and writes 4 sentences about the data.</p> <p>Name Barbara</p> <table border="1"><tr><td colspan="3">What is your favorite flavor of ice cream?</td></tr><tr><td>Chocolate</td><td>Amy Ethan Dylan Emma Ryan Elijah Aiden Ava Brittany Thomas Nathan</td><td>12</td></tr><tr><td>Vanilla</td><td>sarah Maria Brian Katie KITTY</td><td>5</td></tr><tr><td>Strawberry</td><td>Rodney Brandon Darrell Mia Tonya Jose</td><td>6</td></tr></table> <p>12 people liked chocolate. Chocolate has the most votes. Vanilla has 5 votes. 1 more vote and it can tie with strawberry.</p>	What is your favorite flavor of ice cream?			Chocolate	Amy Ethan Dylan Emma Ryan Elijah Aiden Ava Brittany Thomas Nathan	12	Vanilla	sarah Maria Brian Katie KITTY	5	Strawberry	Rodney Brandon Darrell Mia Tonya Jose	6
What is your favorite flavor of ice cream?													
Chocolate	Amy Ethan Dylan Emma Ryan Elijah Aiden Ava Brittany Thomas Nathan	12											
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Strawberry	Rodney Brandon Darrell Mia Tonya Jose	6											

Common Core Cluster

Reason with shapes and their attributes.

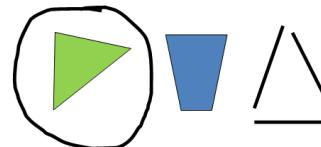
Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: **shape**, **closed**, **open**, **side**, **attribute¹**, **feature¹**, **two-dimensional**, **rectangle**, **square**, **trapezoid**, **triangle**, **half-circle**, and **quarter-circle**, **three-dimensional**, **cube**, **cone**, **prism**, **cylinder**, **equal shares**, **halves**, **fourths**, **quarters**, **half of**, **fourth of**, **quarter of**

From previous grades: **circle**, **rectangle**, **hexagon**, **sphere**

¹ “Attributes” and “features” are used interchangeably to indicate any characteristic of a shape, including properties, and other defining characteristics (e.g., straight sides) and non-defining characteristics (e.g., “right-side up”). (*Progressions for the CCSSM: Geometry*, CCSS Writing Team, August 2011, page 3 footnote)

Common Core Standards	Unpacking What do these standards mean a child will know and be able to do?
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	<p>First Grade students use their beginning knowledge of defining and non-defining attributes of shapes to identify, name, build and draw shapes (including triangles, squares, rectangles, and trapezoids). They understand that defining attributes are always-present features that classify a particular object (e.g., number of sides, angles, etc.). They also understand that non-defining attributes are features that may be present, but do not identify what the shape is called (e.g., color, size, orientation, etc.).</p> <p><u>Example:</u> All triangles must be closed figures and have 3 sides. These are defining attributes. Triangles can be different colors, sizes and be turned in different directions. These are non-defining attributes.</p> <p>Student I know that this shape is a triangle because it has 3 sides. It's also closed, not open.</p> <p>Student I used toothpicks to build a square. I know it's a square because it has 4 sides. And, all 4 sides are the same size.</p> <p>TEACHER NOTE: In the U.S., the term “trapezoid” may have two different meanings. Research identifies these as inclusive and exclusive definitions. The inclusive definition states: A trapezoid is a quadrilateral with <i>at least</i> one pair of parallel sides. The exclusive definition states: A trapezoid is a quadrilateral with exactly one pair of parallel sides. With this definition, a parallelogram is not a trapezoid. North Carolina has adopted the exclusive definition. (<i>Progressions for the CCSSM: Geometry</i>, The Common Core Standards Writing Team, June 2012.)</p>



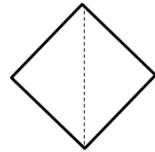
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.¹

¹ Students do not need to learn formal names such as “right rectangular prism.”

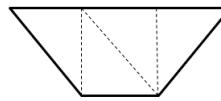
As first graders create composite shapes, a figure made up of two or more geometric shapes, they begin to see how shapes fit together to create different shapes. They also begin to notice shapes within an already existing shape. They may use such tools as pattern blocks, tangrams, attribute blocks, or virtual shapes to compose different shapes.

Example: **What shapes can you create with triangles?**

Student A: I made a square. I used 2 triangles.



Student B: I made a trapezoid. I used 4 triangles.



Student C: I made a tall skinny rectangle. I used 6 triangles.



First graders learn to perceive a combination of shapes as a single new shape (e.g., recognizing that two isosceles triangles can be combined to make a rhombus, and simultaneously seeing the rhombus and the two triangles). Thus, they develop competencies that include:

- Solving shape puzzles
- Constructing designs with shapes
- Creating and maintaining a shape as a unit

As students combine shapes, they continue to develop their sophistication in describing geometric attributes and properties and determining how shapes are alike and different, building foundations for measurement and initial understandings of properties such as congruence and symmetry.

(*Progressions for the CCSS in Mathematics: Geometry*, The Common Core Standards Writing Team, June 2012)

1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of

First Graders begin to partition regions into equal shares using a context (e.g., cookies, pies, pizza). This is a foundational building block of fractions, which will be extended in future grades. Through ample experiences with multiple representations, students use the words, *halves*, *fourths*, and *quarters*, and the phrases *half of*, *fourth of*, and *quarter of* to describe their thinking and solutions. Working with the “the whole”, students understand that “the whole” is composed of two halves, or four fourths or four quarters.

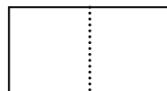
the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Example: How can you and a friend share equally (partition) this piece of paper so that you both have the same amount of paper to paint a picture?



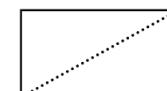
Student 1

I would split the paper right down the middle. That gives us 2 halves. I have half of the paper and my friend has the other half of the paper.



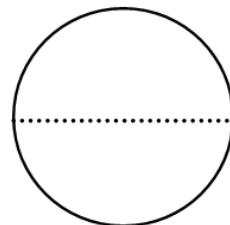
Student 2

I would split it from corner to corner (diagonally). She gets half of the paper and I get half of the paper. See, if we cut on the line, the parts are the same size.



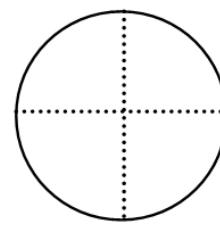
Example: Let's take a look at this pizza.

Teacher: There is pizza for dinner. What do you notice about the slices on the pizza?



Student: There are two slices on the pizza. Each slice is the same size. Those are big slices!

Teacher: If we cut the same pizza into four slices (fourths), do you think the slices would be the same size, larger, or smaller as the slices on this pizza?



Student: When you cut the pizza into fourths, the slices are smaller than the other pizza. More slices mean that the slices get smaller and smaller. I want a slice from that first pizza!

Glossary

Table 1 Common addition and subtraction situations¹

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? $2 + 3 = ?$ (K)	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? $2 + ? = 5$ (1 st)	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? $? + 3 = 5$ One-Step Problem (2 nd)
	Five apples were on the table. I ate two apples. How many apples are on the table now? $5 - 2 = ?$ (K)	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? $5 - ? = 3$ (1 st)	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$ One-Step Problem (2 nd)
Put Together/ Take Apart³	Total Unknown Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$ (K)	Addend Unknown Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$ (K)	Both Addends Unknown² Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? $5 = 0 + 5, 5 = 5 + 0$ $5 = 1 + 4, 5 = 4 + 1$ $5 = 2 + 3, 5 = 3 + 2$ (1 st)
	Difference Unknown ("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (1 st)	Bigger Unknown (Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? One-Step Problem (1 st)	Smaller Unknown (Version with "more"): Julie has 3 more apples than Lucy. Julie has five apples. How many apples does Lucy have? $5 - 3 = ? \quad ? + 3 = 5$ One-Step Problem (2 nd)
Compare⁴	("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? $2 + ? = 5, 5 - 2 = ?$ (1 st)	(Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$ One-Step Problem (2 nd)	(Version with "fewer"): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have? One-Step Problem (1 st)

K: Problem types to be mastered by the end of the Kindergarten year.

1st: Problem types to be mastered by the end of the First Grade year, including problem types from the previous year(s). However, First Grade students should have experiences with all 12 problem types.

2nd: Problem types to be mastered by the end of the Second Grade year, including problem types from the previous year(s).

1Adapted from Box 2-4 of Mathematics Learning in Early Childhood, National Research Council (2009, pp. 32, 33).

2These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.

3Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.

4For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

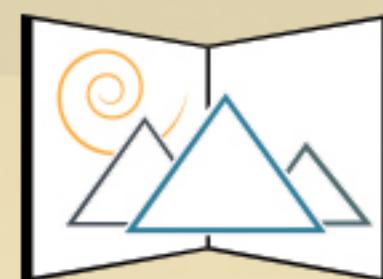
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Content Integration 2016-2017



Grade



CANYONS
School District

TABLE OF CONTENTS

Introduction	page 1
General Instructions	page 2
Scope & Sequence At-A-Glance	page 3
Detailed Scope & Sequence	page 4- 14
Interactive Notebook Resources	page 15 – 30
Social Studies Resources	page 31-34
Science Resources	pages 35 - 40

CONTENT INTEGRATION (SOCIAL STUDIES & SCIENCE) CURRICULUM MAP

CANYONS SCHOOL DISTRICT

Curriculum Mapping Purpose

Canyons School District's Content Integration curriculum maps are standards-based maps driven by the Utah Core Standards. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students.

General Instructions

Pacing

This curriculum map provides guidance for intertwining the Utah Core Standards for Social Studies and Science with the Reading Street content. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, a scope and sequence was developed to address content areas. Attending to these standards will allow teachers to focus instruction for the given unit and better assess students' understanding of each standard.

Units

The scope and sequence was correlated to the Reading Street Unit Theme and Question where applicable. There are six units that are to be covered over the course of the school year. Each unit represents six weeks of instruction. In most cases, there are science and social studies standards that are taught in each unit.

Content Integration Instruction

During the Science and Social Studies content integration block, students will have the opportunity to learn about and experience science and social studies as directed by the Utah State Core curriculum. "Elementary school students learn science and social studies best when; they are involved in first-hand exploration and investigation and inquiry/process skills are nurtured, instruction builds directly on the student's conceptual framework, and when mathematics and communication skills are an integral part of instruction."

The Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards. The Utah Core states: "By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."

Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.

Scheduling Suggestions

Ideally, the Science and Social Studies block will be schedule back-to-back with the Content Integration time in the ELA block for a fluid flow from building background knowledge in the ELA block to the experiential learning in the Science and Social Studies block.

Suggested Unit Resources

The resources listed in the maps come mainly from the Utah State Office of Education and are created by Utah teachers.

1st Grade Content Integration

Unit R: My World

Reading Street Big Question: What is all around me?

Content	Social Studies	Science		
Essential Question		What are characteristics of living things, and how do they resemble their parents?		
Content Standards	N/A	<p>Standard 4.1: Communicate observations about the similarities and differences between offspring and between populations</p> <ul style="list-style-type: none"> a. Communicate observations about plants and animals, including humans, and how they resemble their parents. b. Analyze the individual similarities and differences within and across larger groups. <p>Standard 4.2: Observe how living things change and depend upon their environment to satisfy their basic needs.</p> <ul style="list-style-type: none"> a. Make observations of living things and their environment using the five senses. b. Identify how natural earth materials, e.g. food, water, air, light, and space, help to sustain plant and animal life. c. Describe and model life cycles of living things. 		
Essential Vocabulary		Populations, similarities, differences, life cycle, offspring, need, environment, investigate		
Suggested Unit Resources	N/A	<p>UEN Links:</p> <p>K-2 Interactives: http://www.uen.org/k-2interactives/</p> <p>Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx</p> <p>Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010</p>		
Explicit Ties to Reading Street	N/A			
Reading Street Online Readers		<table border="0"> <tr> <td style="vertical-align: top;"> The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1) </td><td style="vertical-align: top;"> Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510) </td></tr> </table>	The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1)	Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510)
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1st Grade Content Integration

Unit 1: Animals, Tame & Wild Reading Street Big Question: How are people and animals important to one another?				
Content	Social Studies	Science		
Essential Question		What are characteristics of living things, and how do they resemble their parents?		
Content Standards		<p>Standard 4.1: Communicate observations about the similarities and differences between offspring and between populations</p> <ul style="list-style-type: none"> a. Communicate observations about plants and animals, including humans, and how they resemble their parents. b. Analyze the individual similarities and differences within and across larger groups. <p>Standard 4.2: Observe how living things change and depend upon their environment to satisfy their basic needs.</p> <ul style="list-style-type: none"> a. Make observations of living things and their environment using the five senses. b. Identify how natural earth materials, e.g. food, water, air, light, and space, help to sustain plant and animal life. c. Describe and model life cycles of living things. 		
Essential Vocabulary		Populations, similarities, differences, life cycle, offspring, need, environment, investigate		
Suggested Unit Resources	N/A	<p>UEN Links:</p> <p>K-2 Interactives: http://www.uen.org/k-2interactives/</p> <p>Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx</p> <p>Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010</p>		
Explicit Ties to Reading Street		N/A		
Reading Street Online Readers		<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1) </td><td style="vertical-align: top; width: 50%;"> Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510) </td></tr> </table>	The Dog (L120) Carlos Picks A Pet (L300) Do Not Go Near (G1) Baby Animals in the Rain Forest (L390) We See Animals (L100) Which Fox? (G1) Who Lives Here (G1) At your Vet (L80) What Animals Can You See? (L90) Carry and the Wildlife Shelter (L360) Wild Animals (L70) Which Animals Will We See? (G1)	Gardens Change (L100) In My Room (L110) Plant and Animal Parts (L260) All Animals have Life Cycles (L480) How things Move (L300) Life Cycles (L160) How Living Things Grow and Change (L320) Egg to Owl (L530) Animal Groups (L510) Animal Eggs (L680) A Fantastic Field Trip (L700) Around the World (L510)
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1st Grade Content Integration

Unit 2: Communities

Reading Street Big Question: What is a Community

Content	Social Studies	Science
Essential Question	How do people in my school and neighborhood help me?	How are rocks, soil, and water important to a community?
Content Standards	<p>Standard 1: Students will recognize and describe how schools and neighborhoods are both similar and different.</p> <p>Objective 1: Recognize and describe examples of differences within school and neighborhoods</p> <ul style="list-style-type: none"> a. Recognize differences within their school and neighborhood. b. Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions. c. Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships). d. Recognize and describe the importance of schools and neighborhoods. <p>Objective 2 Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.</p> <ul style="list-style-type: none"> a. Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff). b. Explain the roles of the people in the neighborhood (e.g., police officer, firefighter, mail carrier, grocer, mechanic, plumber, miner, farmer, doctor, and tribal leader). c. List and discuss how neighborhoods change over time (e.g., new businesses, new neighbors, technology, and rural one-room schools). a. 	<p>Standard 2.1: Investigate the natural world including rocks, soil, and water.</p> <ul style="list-style-type: none"> a. Observe, compare, describe, and sort components of soil by size, texture, and color. b. Identify and describe a variety of natural sources of water, including streams, lakes, and oceans. c. Gather evidence about the uses of rocks, soil, and water.
Essential Vocabulary	Neighborhood, tradition, role, principal, librarian, custodian, bus driver, crossing guard, secretary, cafeteria worker, police officer, fire fighter, folk tale, respect, friend	Clay, compare, contrast , data, evidence, silt, similarity, soil, sort, texture
Suggested Unit Resources	UEN Links K-2 Interactives: http://www.uen.org/k-2interactives/ Lesson Plans http://www.uen.org/core/core.do?courseNum=6010	UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010

1st Grade Content Integration

Explicit Ties to Reading Street	Week 3: Read Aloud: Too Much Trash Week 6: Main Selection: Honey Bees		N/A
Reading Street Online Readers	That Cat Needs Help! (L 470) Loni's Town (L470) Cary and the Wildlife Shelter (L360) At School (G1) My School (L90) Around My Neighborhood (L100) My Neighborhood (L180) Animal Helpers (L810) Community Helpers (L600) Special Animal Helpers (L690)	The Dog (L120) Alike, Different and Together (L510) At the Ballpark (L160) Birthdays Around the World (L580) Election Day (L210) Family Traditions & Celebrations (L770) Living in Seoul (L480) The Moon Festival (L350) Neighborhoods (BR) My Neighborhood (L120)	Crystals & Gems (L590) Rocks and Soil (L590) The Rocks and Soil Beneath Us (L740) Grandpa's Rock Kit (L390) I Collect Rocks (L290) On the Rocks (G1)

1st Grade Content Integration

<p>Unit 3: Change</p> <p>Reading Street Big Question: What is changing in our world?</p>		
Content	Social Studies	Science
Essential Question	<p>How can I be a responsible at school and in my neighborhood? Explain how symbols, landmarks and documents can unite you with others and help you be a responsible citizen?</p>	<p>How does the moon change appearance throughout the month?</p>
Content Standards	<p>Standard 2: Students will recognize their roles and responsibilities in the school and in the neighborhood.</p> <p>Objective 1: Describe and demonstrate appropriate social skills necessary for working in a group.</p> <ul style="list-style-type: none"> a. Describe behaviors that contribute to cooperation within groups at school and in neighborhood. b. Discuss the roles and responsibilities of being a member of a group. c. Participate in a group activity modeling appropriate group behavior. d. Identify and express feelings in appropriate ways. e. Articulate how individual choices affect self, peers, and others. f. Communicate positive feelings and ideas of self (e.g. positive self image, good friend, helper, honest). g. Predict possible consequences for a variety of actions. <p>Objective 2: Identify and list responsibilities in the school and in the neighborhood.</p> <ul style="list-style-type: none"> a. Describe and practice responsible behavior inherent in being a good citizen in the school (e.g. safety, right to learn) and neighborhood. b. Explain why schools have rules, and give examples of neighborhood rules (e.g. respecting private property, reporting vandalism, and obeying traffic signs and signals). c. Demonstrate respect for others in the neighborhood (e.g. the "Golden Rule" – elements include fair play, respect for rights and opinions of others, and respect for rules). d. Participate in responsible activities that contribute to the school and neighborhood (e.g. follow teacher directions, put belongings away, participate and take turns, listen to others, share ideas, clean up litter, report vandalism, give service). e. Practice and demonstrate safety in the classroom (e.g. classroom safety procedures, fair play, playground rules). f. Practice and demonstrate safety in the neighborhood (e.g. crossing streets, avoiding neighborhood dangers.) 	<p>Standard 2.2: Observe and describe changes in the appearance of the sun and moon during daylight.</p> <ul style="list-style-type: none"> a. Observe the sun at different times during the day and report observations to peers. b. Observe and chart the moon when it is visible during the day.

1st Grade Content Integration

	<p>Objective 3: Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.</p> <ul style="list-style-type: none"> a. Identify school symbols and landmarks (i.e. mascot, songs, events). b. Identify neighborhood and community symbols and landmarks (i.e., firehouse, city hall, churches, other landmarks, city festival). c. Identify Utah state symbols, documents, and landmarks. d. Identify national symbols, documents, and landmarks (e.g., Declaration of Independence, U.S. Constitution, Liberty Bell, Washington Monument). b. Demonstrate respect for patriotic practices and customs (e.g., Pledge of Allegiance and flag etiquette). 		
Essential Vocabulary	responsible, vandalism, private property, litter, service, landmark, custom, etiquette, cooperation, peer, consequence, Declaration of Independence, U.S. Constitution, Pledge of Allegiance, school, choice, citizen, sign, firehouse, city hall, church, festival	Identify, record, shadow, sun, moon	
Suggested Unit Resources	UEN Links K-2 Interactives: http://www.uen.org/k-2interactives/ Lesson Plans http://www.uen.org/core/core.do?courseNum=6010	UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010	
Explicit Ties to Reading Street	Week 1: Main Selection: A Place to Play Week 2: Main Selection: Ruby in Her Own Time	N/A	
Reading Street Online Readers	A Garden for All (L420) Rules at School (L330) School Rules (L330) On Our Street (G1) My Friends (L110) At School (G1) My School (L90) At Home (G1) Racing to Clean (G1) Hank's Song (L270) I Can Read (L190) Ana and Her Bike (G1) Cinderella Goes to the Ball (G1) Squirrel And Bear (L400) Grasshopper and Ant (L 630) The Farmer's Hat (G1)	Fun in the Sun (L130) Wild Animals (L70) Ways to Be a Good Citizen (L620) Three Kind Birds (G1) Symbols (L270) How Beth Feels (L230) How I Feel (L180) Nobunny's Perfect (G1) Taking Care of the Earth (L730) Bess Makes a Mess (G1) Carlos Picks a Pet (L300) Helping Our World (L300) Double Trouble Twins (L450) Hubert and Frankie (L290) I Follow the Rules (L140) Jun and Pepper Grow Up (L410)	Space Star (L260) The Moon Festival (L350) The Moon Lady and Her Festival (L480) To The Moon (Grade 1) Day and Night Sky (L20) The Sky (L120) The Sun (L480)

1st Grade Content Integration

Ways We Learn (L180) Fly Away Owl! (L180) Begin to Dance (G1) Special Stories (L220) The Art Show (L230) I Follow the Rules (G2) People Help the Forest (G1) Why We Have Rules (L200) How Do Rules Get Made (G1) Making Rules (L190) Rules (GK) A Garden For All (L420) We Are a Family (L180) My Family (G1) It Is Time to Get In Line (G1) Bees and Beekeepers (L570)	Lunchtime (G2) Marty's Summer Job (L510) My Little Brother (G1) Neighbors help Neighbors (L90) Our Dog Buster (L280) Puppy Show (G2) Rose Flies Home (G2) Time For Bed (G1) Three Little Kittens Learn a Lesson (G2) Special Buildings (L560) The Fourth of July (L390) Independence Day (L490) America's Birthday (L430) Home of the Brave (L650) Living in a Democracy (L650)	
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1st Grade Content Integration

Unit 4: Treasures

Reading Street Big Question: What do we treasure?

Content	Social Studies	Science	
Essential Question	How do maps and geographic tools help me know where I live?	How does the weather throughout the year?	
Content Standards	<p>Standard 3: Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.</p> <p>Objective 1: Identify and use geographic terms and tools.</p> <ul style="list-style-type: none"> a. Use a compass to locate cardinal directions. b. Identify the equator and north and south poles. c. Identify Utah on a variety of maps and on a globe. d. Identify the United States on a variety of maps and on a globe. <p>Objective 2: Recognize and use a map or a globe.</p> <ul style="list-style-type: none"> a. Create a map showing important sites or landmarks on a school or community (i.e. firehouse, city hall, churches). b. Locate physical features (i.e. continents, oceans, rivers, lakes, and man-made features (equator, North and South poles, Countries) on a map and on a globe. c. Identify the compass rose and cardinal directions on a map and on a globe. 	<p>Standard 2.3: Compare and contrast the seasonal weather changes.</p> <ul style="list-style-type: none"> a. Identify characteristics of the seasons of the year. b. Identify characteristics of weather, e.g., types of precipitation, sunny, windy, foggy, cloudy. c. Observe and record weather information within each season. 	
Essential Vocabulary	Compass, cardinal directions, equator, north pole, south pole, physical features, compass, landmark	Data, foggy, globe, identify, map, models, precipitation, record, season, weather	
Suggested Unit Resources	UEN Links K-2 Interactives: http://www.uen.org/k-2interactives/ Lesson Plans http://www.uen.org/core/core.do?courseNum=6010	UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010	
Explicit Ties to Reading Street	Week 3: Main Selection: A Trip to Washington D.C.	N/A	
Reading Street Online Readers	N/A	All Kinds of Weather (L130) Changes in Nature (Grade 4) Glooskap and the First Summer: An Algonquin Tale (L360) Sensational Seasons (L640) Spring Rose, Winter Bear (L170) Weather or Not (L540)	Leaves (G4) Seasons Change (G1) The Seasons Change (L 220) Seasons Come and Go (L 170) How is the Weather? (G2) Weather and Seasons (L160) Earth's Weather and Seasons

1st Grade Content Integration

		In the Winter (L90) All About the Weather (L340) Ready for Winter? (G1)	(L190) The Four Seasons (L300) Weather and Seasons (L160)
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1st Grade Content Integration

Unit 5: Great Ideas

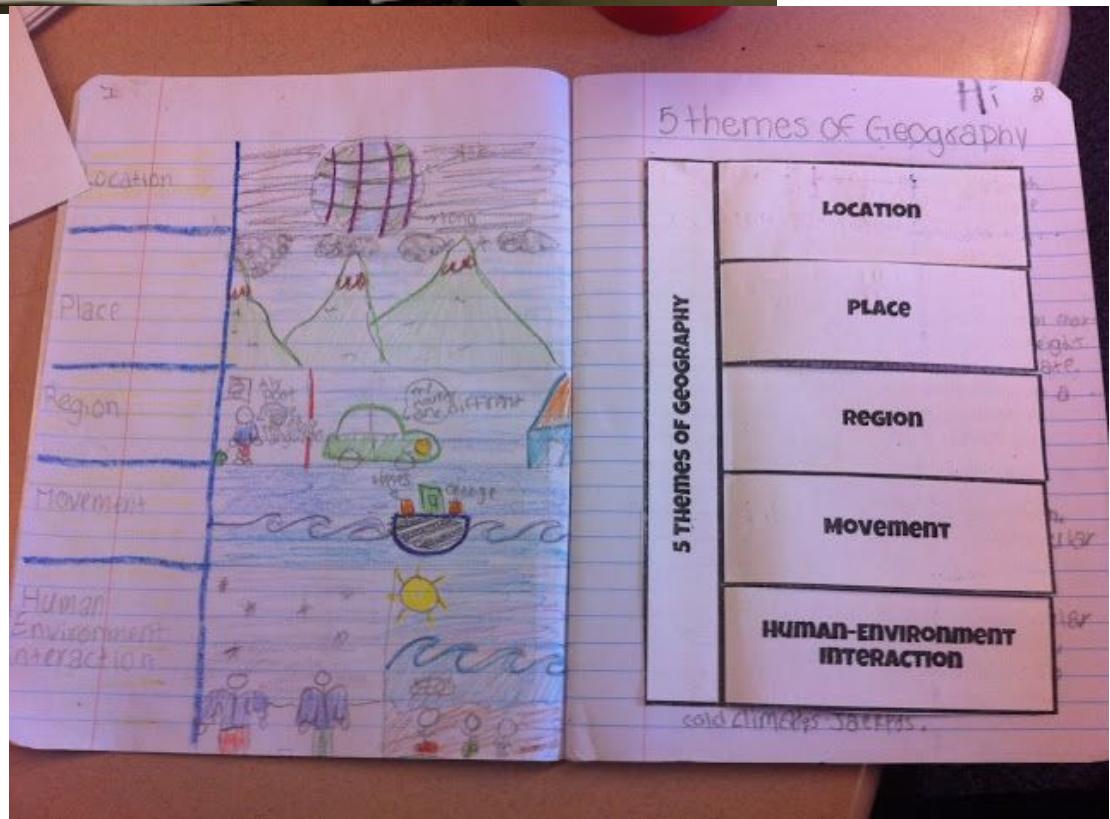
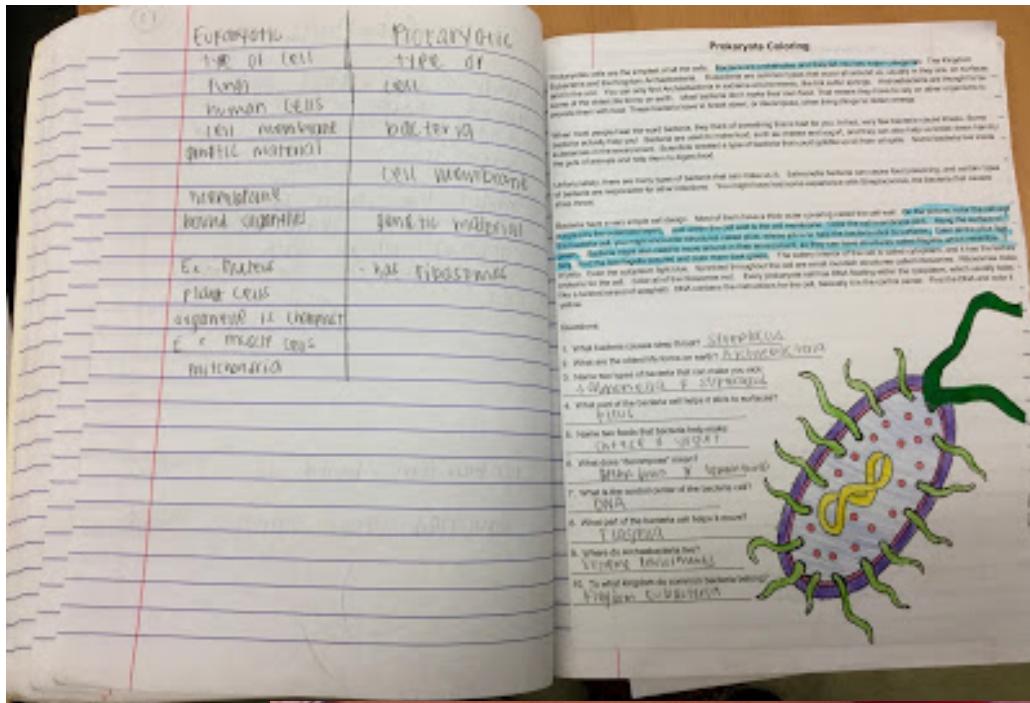
Reading Street Big Question: What difference can a great idea make?

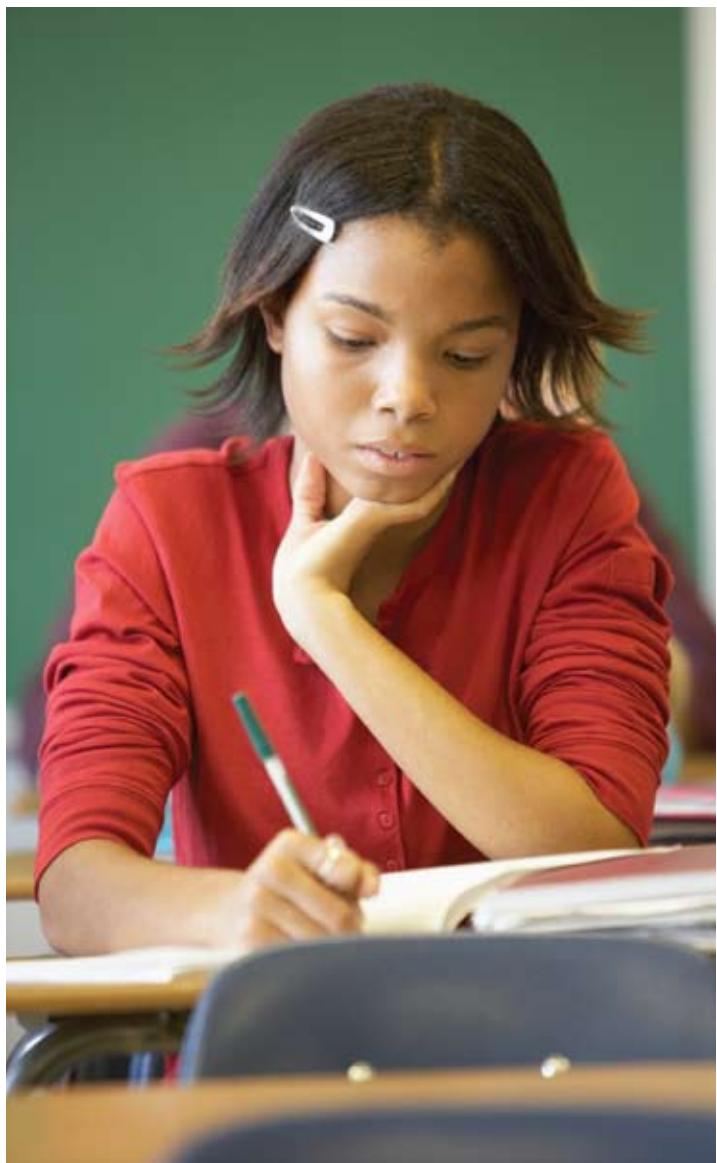
Content	Social Studies	Science
Essential Question	How do goods and services help to meet my needs? How can I be responsible in making decisions about goods and services?	How do non-living things move? How can we measure properties of non-living things?
Content Standards	<p>Standard 4: Students will describe the economic choices people make to meet their basic economic needs.</p> <p>Objective 1: Explain how goods and services meet people's needs.</p> <ul style="list-style-type: none"> a. Identify examples of goods and services in the home and in the school. b. Explain ways that people exchange goods and services. c. Explain how people earn money by working at a job. d. Explain the concept of exchanging money to purchase goods and services. <p>Objective 2: Recognize that people need to make choices to meet their needs.</p> <ul style="list-style-type: none"> a. Describe the economic choices that people make regarding goods and services. b. Describe why wanting more than a person can have requires a person to make choices. c. Identify choices families make when buying goods and services. d. Explain why people save money to buy goods and services in the future. 	<p>Standard 3.1: Analyze changes in the movement of non-living things.</p> <ul style="list-style-type: none"> a. Describe, classify, and communicate observations about the motion of objects (e.g., straight, zigzag, circular, curved, back-and-forth, and fast or slow). b. Compare and contrast the movement of objects using drawings, graphs, and numbers. c. Explain how a push or pull can affect how an object moves. <p>Standard 3.2: Analyze objects and record their properties.</p> <ul style="list-style-type: none"> a. Sort, classify, and chart objects by observable properties, (e.g. size, shape, color, and texture). b. Predict, measurable properties such as weight, temperature, and whether objects sink or float; test and record data. c. Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.
Essential Vocabulary	Goods, services, exchange, earn purchase, choice, save	Motion, bar graph, observe, describe Sort, predict, classify, solid, liquid, dissolve, matter, property, mix
Suggested Unit Resources	UEN Links K-2 Interactives: http://www.uen.org/k-2interactives/ Lesson Plans http://www.uen.org/core/core.do?courseNum=6010	UEN Links: K-2 Interactives: http://www.uen.org/k-2interactives/ Core Academy Handbooks: http://schools.utah.gov/CURR/science/Elementary/First-Grade.aspx Lesson Plans: http://www.uen.org/core/displayCourse.do?courseNumber=3010
Explicit Ties to Reading Street	Week 3: Teacher's Edition 129f: A Good Idea Week 5: Read Aloud: Earle Dickson and His Wonderful Invention Week 5: Big Book: Orville and Wilbur Wright Week 5: Main Selection: Alexander Graham Bell: A Great Inventor Week 5: Anthology/ Read Aloud: Boy Invents Toys Week 5: Teacher's Edition 201f: Dawn's Gift Week 5: Advanced Selection Read Aloud: Applause for Bendable Straws	Week 4: Sing with Me: A Box of Gadgets Week 4: Decodable Text: Roy and Joyce Join In Week 4: Big Book: Orville and Wilber Wright Week 4: Main Selection: Simple Machines Week 4: Anthology: Mike Mulligan and His Steam Shovel

1st Grade Content Integration

	Week 6: Main Selection: The Stone Garden Week 6: Transparency 30: Momoko's Secret Week 6: Anthology/Read aloud: Stone Soda Bread	
Reading Street Online Readers	Puppy Raiser (L420) We Can Help! (G1) Lights Out! (G1) At the Market (G1) A New Home (L630)	Simple Machines (L190) The Inclined Plane (L380) Simple Machines at Work (G1) Simple Machines in Compound (L470) Forces and Motion (G2) How Things Work (GK) Machines at Work (G1) Machines (L640) The Wonder of Wheels (G1) Ana and Her Bike (G1)

Using Interactive Notebooks as a tool to help organize Content Integration Time





Integrating Interactive Notebooks

*A daily learning cycle to
empower students for science*

—Cheryl Waldman and Kent J. Crippen—

An interactive notebook can be a powerful instructional tool, allowing students to take control of their learning while processing information and engaging in self-reflection. The three-part learning cycle of an interactive notebook makes it easy to use and integrate into the science lesson. The basic idea has its roots in a number of programs (TCI 2000; AVID 2007), but applying knowledge about how students learn science can make this an even more effective tool.

At its best, an interactive notebook provides a varied set of strategies to create a personal, organized, and documented learning record. In addition to presenting techniques for design, implementation, and assessment, this article describes how interactive notebooks empower students for science achievement.

Design

Based upon the flow of information between teachers and students in a science lesson, the interactive notebook is composed of three types of activities. *In* activities provide a scaffold for class discussion by activating prior knowledge and motivating students immediately as they come into the classroom. *Through* activities allow the teacher to direct student learning from a fragmented conceptual knowledge to understanding. *Out* activities emphasize reflection on key concepts at the end of the lesson, before students go out of the classroom. The *in*, *through*, and *out* activities provide a daily rhythm of learning. *In* and *out* activities are prompted student responses; *through* activities are provided by the teacher.

Each class period begins with students completing an *in* activity that reviews a concept from the previous class, introduces the topic of the day, or probes their prior knowledge related to the topic at hand. Based on their own understanding and creativity, students direct this activity as they respond to teacher prompts or questions—resulting in an output of information. *In* activities take about 5 minutes to complete and can be done alone or in small groups. While circulating around the room, the teacher quickly provides individualized feedback and uses the activity to prompt discussion for the lesson to follow.

The daily lesson constitutes the *through* activity. This can include conducting lecture or discussion, engaging in a laboratory procedure, or viewing a film or documentary during class—all of which are initiated and directed by the teacher. In *through* activities, objective information (course concepts) is provided to students—resulting in an input of information.

An *out* activity occurs at the end of class. It closes the day's lesson with an emphasis on reviewing key concepts, using deliberate practice, or drawing connections among ideas. Like *in* activities, *out* activities are teacher-initiated, but student-directed. Teachers provide the prompts, but students produce the answers, diagrams, and so on—allowing them to reflect on their own learning.

Individual student work created from participating in the *in* and *out* activities is mapped onto the left page of a standard spiral-bound notebook; *through* activities are placed on the right-hand page. Students quickly become familiar with

this daily learning cycle and come to expect it each class (Figure 1). However, the cycle can be modified for extended projects or laboratory activities. Color and highlighting are used throughout the notebook to emphasize and reinforce learning. Students are expected to use color to emphasize main concepts and vocabulary, to indicate levels of questions they write, and to distinguish details of diagrams and concept maps.

The power of an interactive notebook lies in the *in* and *out* activities, while the *through* activity functions primarily as an informational element. The activities on the left side of an interactive notebook (*in* and *out*) are meant to

- ◆ engage students with the new information included on the right side of the page (*through*),
- ◆ assess student understanding both prior to and after instruction,
- ◆ emphasize their thinking about thinking (meta-cognition), and
- ◆ create representations of their understanding that demonstrate learning (Figure 2).

In and *out* activities are distinguished by their purpose, not by the types of strategy employed. In fact, depending on the lesson goals, the *in* and *out* activities might use the same strategies. For example, students may be asked to review concepts from a previous lesson by contrasting and comparing during an *in* activity (e.g., mitochondria versus chloroplasts). Or, they may be asked to contrast and compare an *out* activity following a *through* lesson (e.g., plant versus animal cell structure).

Interactive notebooks are designed to foster thinking, writing, and documenting science in a variety of

FIGURE 1
Structural overview of an interactive notebook.

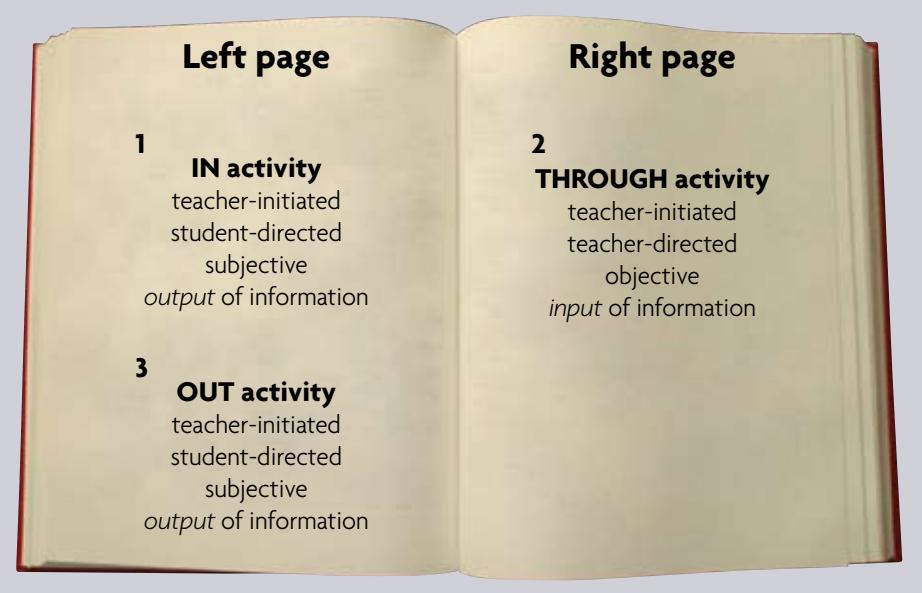


FIGURE 2

Example interactive notebook activities.

Left side

Examples of student-directed *in* and *out* activities:

- ◆ A drawing, photo, or magazine picture that illustrates a new concept or idea
- ◆ Questions, opinions, and personal reflections about the new information
- ◆ Predictions, contradictions, or quotations relating to the *through* activity
- ◆ Practice problems or inquiry activities
- ◆ Metaphors, analogies, acronyms, poems, songs, or cartoons that capture the new information or issue
- ◆ Connections between the information, and the student's life, another course, or the world
- ◆ Reflections on and summary of activities

Right side

Examples of teacher-directed *through* activities:

- ◆ Lecture, discussion, or reading notes
- ◆ Laboratory procedure or rough draft
- ◆ Film, video, and documentary facts or notes
- ◆ Small- or large-group discussion notes
- ◆ Collaborative group process summary
- ◆ Excerpts of a news or journal article
- ◆ Vocabulary exercises
- ◆ Worksheets and activities

formats. Most current, high-level strategies for inquiry science are easily adapted to the pages of an interactive notebook. These include Vee maps (Coffman and Riggs 2006; Roehrig, Luft, and Edwards 2001) or the science writing heuristic (Hand and Keys 1999), as well as note-taking systems such as Cornell notes (Pauk 2006).

Empowerment

At professional development programs across our large school district, we hear teachers speak of the interactive notebook being successfully implemented in all forms of high school science (e.g., biology, chemistry, physics, Earth science) at various levels (e.g., introductory, honors, advanced placement). While the depth, breadth, and general requirements of the strategies vary based on classroom and curricular factors, the cycle of *in-through-out* activities is consistent among all classes that have used it successfully.

Our personal classroom research indicates that interactive notebooks contribute to learning; students perceive them as tools that positively impact their ability to learn science; and the notebook increases their ability to organize the materials associated with learning. Figure 3 (p. 54) illustrates the positive relationship between student notebook scores and final course grades for a group of students over one quarter of instruction. Student grades increase proportionally to their notebook scores—we believe the interactive notebook accounts for a significant amount of increased student learning.

Interactive notebooks can empower students for learning science because they

- ◆ require active engagement with course concepts;
- ◆ incorporate self-reflection;
- ◆ allow students to express their personal values,

experiences, and feelings;

- ◆ teach organizational skills;
- ◆ create pride in and ownership of class work; and
- ◆ help students visualize and demonstrate understanding as evidence of self-regulation.

The *in* and *out* activities of the interactive notebook require students to actively engage with the language, concepts, and skills of the curriculum. Active learning requires self-reflection and the explicit integration of new knowledge and experiences. Learning environments that include these components demonstrate a strong relationship with student achievement (Tuan, Chin, and Shieh 2005).

Emphasizing self-reflection affords students the opportunity to identify weaknesses in their understanding and to establish the personal relevance of ideas presented in the *through* activities. The interactive notebook also provides opportunities for students to engage in self-reflective and collaborative experiences that allow for meaningful negotiations between peers and the teacher. Students within a group may differ in their interpretation of and subsequent conclusions about data. At this point, the teacher may act as facilitator to ensure that student consensus occurs.

While acquiring and integrating new knowledge and skills, students come to view the notebook as a personal, organized, and documented record of their understanding. Each student's notebook becomes a unique expression of their effort and creativity, as well as a demonstration of their pride in and ownership of their work. Working within the interactive notebook, students become aware of the knowledge and skills required to control their learning—an understanding that can contribute to confidence and feelings of empowerment (Pajares 1996).

Student perception of the notebook's importance for success is often based on the organizational components of the process (e.g., numbered pages, a table of contents, handouts affixed to pages, and left- and right-side activities). By knowing where to locate the materials needed for learning, students feel more confident in their ability to learn science. The following student quotation, representative of most student comments from our classroom research, highlights how a student's perception changes with use of an interactive notebook: "This is the only class I am organized in. I feel more organized than I ever have before."

Implementation

In the first days of the school year, each student is provided with (or must obtain) an identical spiral notebook. Once students have their interactive notebooks, the learning cycle begins and quickly becomes the daily routine. The structure of the *in* and *out* activities creates positive learning actions focused on sensemaking.

A strict format for introducing these tools should be designed in advance and followed closely. Our script includes the following rules:

- ◆ The process of an interactive notebook should be thoroughly explained to students, and a follow-up explanatory letter should be sent to parents.
- ◆ Only spiral bound notebooks should be used so the notebook can fold in half (no three-ring binders or bound-composition notebooks).
- ◆ A spiral notebook of about 70–100 pages is typi-

- cally needed for one semester of work.
- ◆ Notebooks are taken home or securely stored in the classroom.
- ◆ All students should number their pages the same way (left side: even, right side: odd).
- ◆ Pages should not be torn out of the notebook.
- ◆ Students should write only with pencil, as use of ink pens promotes the tearing out of pages when mistakes are made. If pens are allowed, the teacher must strongly enforce the rule on not tearing out pages.
- ◆ Glue or tape is used to attach handouts or photocopies to the spiral-bound pages.
- ◆ Covers and inside pages should be designed to reflect defined criteria such as laboratory format, instructions for equipment use, author page, grading rubrics, or assignment types.
- ◆ At the beginning of the notebook, pages are set aside for reference handouts and a table of contents.
- ◆ Score sheets, grading rubrics, and assignment types should be affixed to the same place in all notebooks.
- ◆ Colored pencils, scissors, and glue sticks or tape (double-sided works best) are required daily supplies that need to be brought to class or supplied by the teacher.

If multiple sheets need to be affixed to notebook pages at the beginning of a new unit, then students participate in a "glue festival" to attach handouts, labs, note outlines, and so on. For efficiency, students are given a limited amount of time (e.g., approximately 10 minutes). Trimming papers, gluing and coloring the various diagrams, and responding to the *in* and *out* prompts contribute to the degree of personal ownership and on-task behavior related to this learning strategy.

Assessment

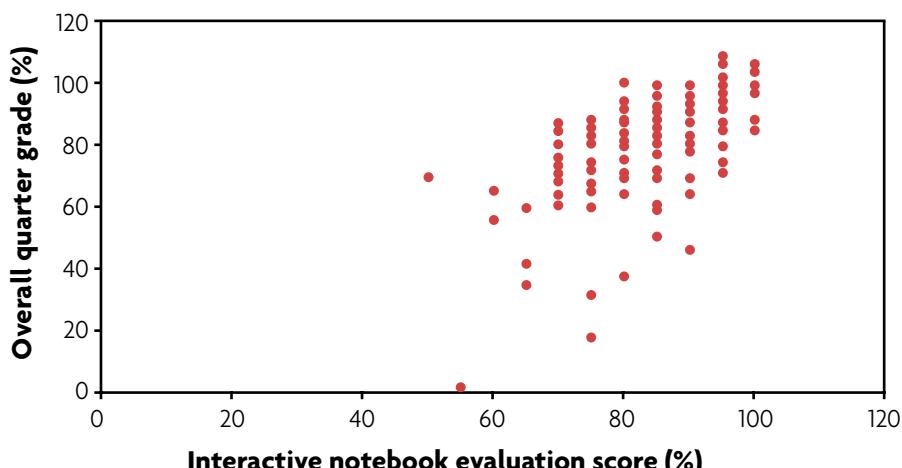
Since nearly all student work is completed in the notebook, assessment is simplified. However, the teacher is not required to take home and read hundreds of notebooks. Figure 4 summarizes a variety of easily adaptable grading techniques. Scores can be recorded on a seating chart,

FIGURE 3

The impact of student notebooks.

Some exams included extra credit questions that resulted in final grade percentages higher than 100%.

Overall Grade as a Function of Interactive Notebook Score (n=156)



Using Interactive Notebooks

Interactive notebooks are a tool to help organize science and social studies information for students as they go through the day. For instance, you may have students read an informational passage at one of the stations during the ELA block, and then have students write a summary of that information in the content integration time of the ELA block, and during science/social studies time, have students complete an activity related to the topic. Helping students organize the information from these 3 different parts of the day allows teachers to pull all pieces together for students, organize information for spiral review, and provide a record of student progress. Notebooks can be formatted in different ways, but should include 3 distinct sections: In, Out and Through.

In:

The “In” section is utilized to review concepts from previous lesson, introduce a new topic, or probe prior knowledge related to the new topic. You may choose to have students read a few paragraphs about a new topic, have them brainstorm with friends information related to a new topic, or have them summarize information that has been previously taught that might be related to a new topic.

Through:

The daily lesson is the through activity. This can include explicit instruction or discussion, engaging in a laboratory procedure, or viewing a film or clip during class.

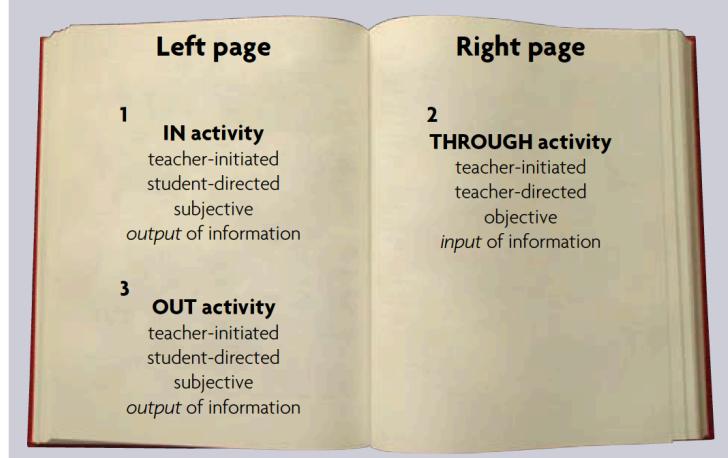
Out:

Out activities are teacher-initiated, but student directed. The teacher provides the prompt, but the students produce the answer, diagrams, and so on – allowing them to reflect on their learning. For example, after reviewing the water cycle, students might be asked to write about the journey of a water droplet through the water cycle in a narrative form. The more students process information, the more likely they are to understand and retain the information longer.

Important Things to Remember:

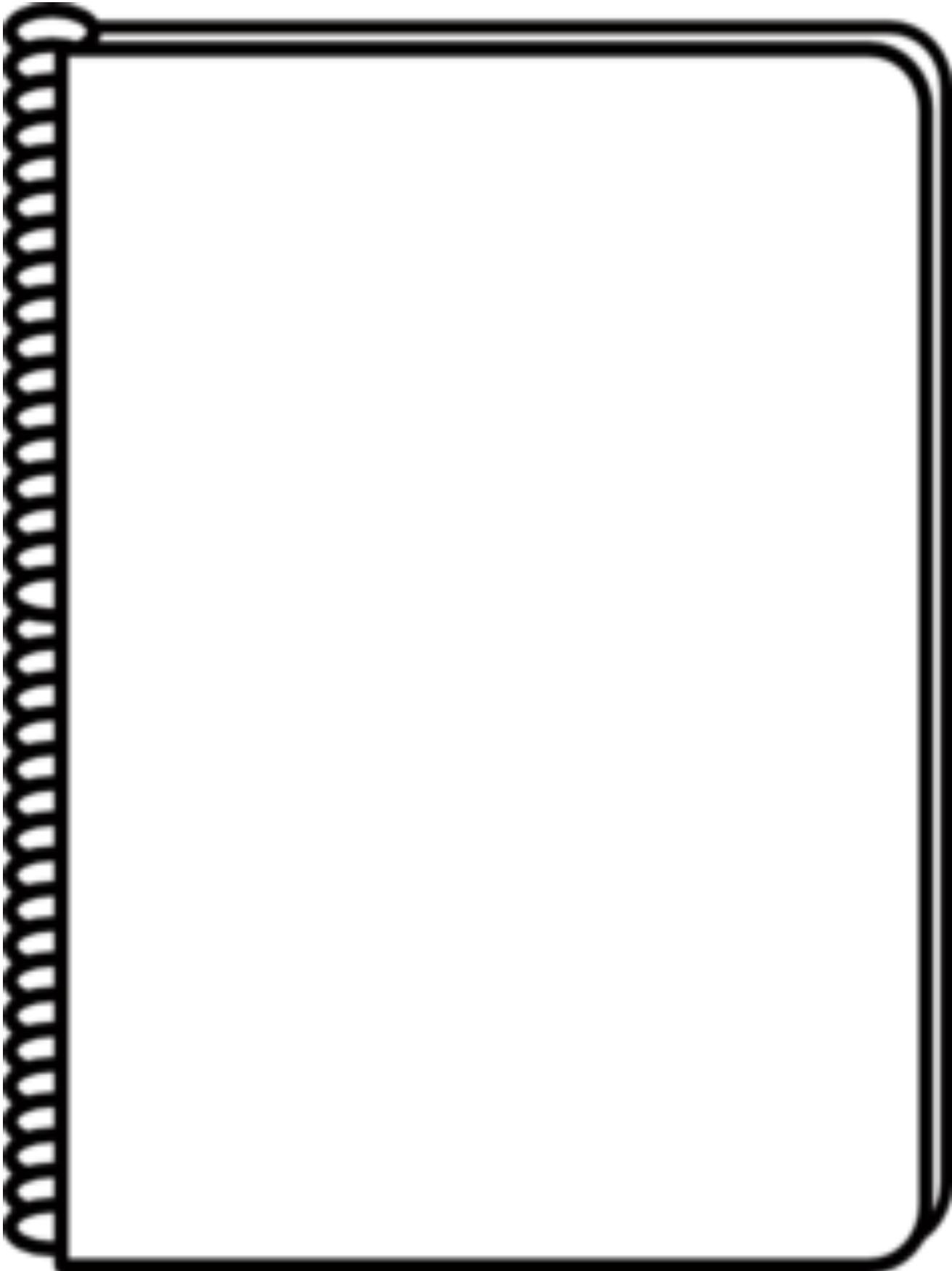
- Every notebook page should have a title, and should be recorded into the table of contents
- Number the pages sequentially, and ensure all students are numbering pages the same. When you go back to reference a topic, all students should be able to go back to the

Structural overview of an interactive notebook.



same page number. (Students, turn to page 12, and review the diagram of the water cycle)

- Do not remove any pages.
- Both right and left pages should be numbered. The first pages are reserved for a table of contents and instructions. Other information will be included as appendices.
- Use color to help organize your information
- Handouts, foldables, and other papers should be glued or taped in place. No staples.
- Notebooks should be graded weekly using self, peer, and teacher rubrics.



Interactive Notebook Score Sheet

Week #	Notebook Pages	Notebook Score	Teacher Stamps (# and Highlight Stamps)	Weekly Point Total	Peer Initials	Teacher Initial or Stamp
		/5	/	/		
		/5	/	/		
		/5	/	/		
		/5	/	/		
		/5	/	/		
		/5	/	/		
		/5	/	/		
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		/5	/	/		
		/5	/	/		
		/5	/	/		
		/5	/	/		

Interactive Notebook Rubric

3	<ul style="list-style-type: none">• Notebook contents are complete, dated, labeled, and organized• Information on right-side and left-side topics correct• Displays superior understanding of content material• Well developed processing assignments that use color and effective diagrams• In-depth reflections about the work done
2	<ul style="list-style-type: none">• Notebook contents are almost complete, dated, labeled, and organized• Information on right-side and left-side topics are mostly correct• Displays limited concept of understanding of content material• Processing assignments incomplete or lack use of color and effective diagrams• Shows reflection about the work done
1	<ul style="list-style-type: none">• Notebook contents are incomplete or not dated, labeled, or organized• Notes are Cornell style, with few or no questions• Information on right-side and left-side topics are partially correct• Displays superficial understanding of content materials• Processing assignments show minimal processing of information• Shows little reflection about the work done

Interactive Notebook Rubric

3	<ul style="list-style-type: none">• Notebook contents are complete, dated, labeled, and organized• Information on right-side and left-side topics correct• Displays superior understanding of content material• Well developed processing assignments that use color and effective diagrams• In-depth reflections about the work done
2	<ul style="list-style-type: none">• Notebook contents are almost complete, dated, labeled, and organized• Information on right-side and left-side topics are mostly correct• Displays limited concept of understanding of content material• Processing assignments incomplete or lack use of color and effective diagrams• Shows reflection about the work done
1	<ul style="list-style-type: none">• Notebook contents are incomplete or not dated, labeled, or organized• Notes are Cornell style, with few or no questions• Information on right-side and left-side topics are partially correct• Displays superficial understanding of content materials• Processing assignments show minimal processing of information

- Shows little reflection about the work done

Interactive Notebook

Table of Contents

Interactive Notebook

Important Vocabulary

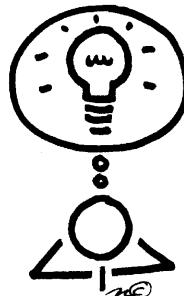
The Left Side (In & Out Activities)

The left page demonstrates your understanding of the information from the right side of the page. You work with the input and interact with the information in creative, unique and individual ways. The left side incorporates and reflects how you learn science as well as what you learn in science.

OUTPUT GOES ON THE LEFT SIDE!

Left side items include:

- Brainstorming
- Concept maps
- Riddles
- Your questions
- Pictographs
- Cartoons
- Venn Diagrams
- Data and Graphs you generate
- Analysis writing
- Reflecting writing
- Quick write
- Four square
- Mnemonics
- Significant statements
- Flowchart
- Graphic organizers
- Drawing
- Writing prompts



Things to Know About Left Sides

- Every left side pages gets used
- Always use color . . . It helps the brain learn and organize information
- Quizzes and tests are left side items
- Homework problems are left sides

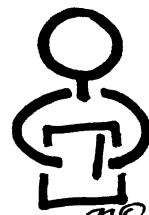
The Right Side (Through Activities)

The right page is a place where you put all information that we learn in class.

INPUT GOES ON THE RIGHT SIDE!

Right side items include:

- Notes
- Guest speaker Notes
- Vocabulary words and definitions
- Video and film Notes
- Teacher Questions
- Readings
- Sample Problems



Keys to Fantastic Right Sides

- Always start the page with the date and title at the top
- The right side is for writing down information you are given in class
- Use Cornell style notes for lecture, discussion, etc.
- Write up your student questions ASAP
- Write summaries at the bottom of each page of notes to reduce amount you have to study
- Use highlighting and color to make important info stand out



the

Unit Reflection:

At the end of each unit, you will be asked to reflect upon your work. This writing sample begins on the left side of the notebook and continues on the right. While there is no required length, high quality reflection uses 1-2 pages of the notebook. Attach the parent feedback form at the bottom of the right hand page as required.

High Quality Reflection:

Select up to 4 items that represent your best work, 2 from the left side, 2 from the right side. Address the specific reasons why you chose these items as your best work as well as what these assignments reflect about your skills as a scientist/engineer. Please note: Reasoning that it was “fun” or just that you liked it is NOT adequate reflection. Some ideas to consider include:

- What about the left side activities helped you better understand and recall the material?
- How did you use different levels of questions to help you reach a deeper level of understanding?
- What did you learn from the activity (both content-wise and learning-wise)?
- What aspects of the work were high quality and why?
- What you would do differently in the future and why?

Assessment of Skill Set:

High quality reflection also examines your skill as a student. Skills you might discuss are your organization, analysis, logic, creativity, thoroughness, accuracy of information, ability to put new information together, understanding new concepts, etc. What specific study skills have you employed to be successful in this class? What organizational strategies appear in the notebook helped you learn the most? Elaborate.

Assessment of Unit Work as a Whole:

Indicate your overall rating of your notebook based on the rubric. Justify your rating with specific examples. Has your notebook improved from past notebooks? Explain.

Looking to the Future:

What are your goals for improvement in this class? List specific areas in which you feel you need to improve or need help improving. What specific changes would you like to see in this class? Explain.

Dear Parent/Guardian:

This Interactive Notebook represents your student's learning to date and should contain the work your student has completed in science class. Please take some time to look at his or her Interactive Notebook, read the reflection written in the notebook, and respond to any of the following:

The work I found most interesting was _____ because...

What does the notebook reveal about your student's learning habits or talents?

My student's biggest concern about this class is...

Parent/Guardian Signature: _____ Date: _____

If you have immediate concerns, please feel free to contact me at:

Dear Parent/Guardian:

This Interactive Notebook represents your student's learning to date and should contain the work your student has completed in science class. Please take some time to look at his or her Interactive Notebook, read the reflection written in the notebook, and respond to any of the following:

The work I found most interesting was _____ because...

What does the notebook reveal about your student's learning habits or talents?

My student's biggest concern about this class is...

Parent/Guardian Signature: _____ Date: _____

If you have immediate concerns, please feel free to contact me at:

Adult Input Page

To the adult: Completing this page will help your student to have a better understanding of the material learned in class. When a person teaches another, both learn, but the "teacher" often learns much more than the "student!" Your student should discuss and teach you a concept covered in class. Please write down one or two sentences explaining what YOU LEARNED from the discussion and tutoring.

Date	What I LEARNED	Adult Signature

The Historical Thinking Skills of Sourcing and Corroboration

Sourcing

Sourcing is a skill historians use when they first encounter any type of document to determine who wrote the document, when it was written, as well as the circumstances of its creation.

Importance of Sourcing

Sourcing documents provides students important insights into primary or secondary sources before even reading it. The source of a document can change the entire meaning of what is behind the words, charts, graphs, or political cartoon. Before reading a document, students should ask

- Who wrote this?
- What is the author's perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is this source Reliable? Why? Why not?

Example



Source:

- Estelle Ishigo watercolor painting, "Home," Heart Mountain, December 1942
- Estelle Ishigo was a European American sent to Heart Mountain Relocation Camp due to her husband's Japanese heritage.

Possible Sourcing Questions about this painting.

1. Who created this painting?
2. Is the Artist a reliable source for what housing was like in the internment camps?
3. Why would this be an accurate depiction of an internment camp?
4. Where was she when this was created? Why is that important?

Corroboration

Corroboration asks students to consider details across multiple sources to determine points of agreement and disagreement. Anytime a student compares different sources that is considered to be corroboration. After reading or viewing two or more documents on the same subject students answer the following questions:

- After reading the first document, what does the other document say?
- Do these documents agree? Why or why not?
- Is one document more reliable than the other document?

Core Standards for Corroboration:

- **4th Grade:**
 - [CCSS.ELA-LITERACY.RI.4.6](#)
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
 - [CCSS.ELA-LITERACY.RI.4.9](#)
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **5th Grade:**
 - [CCSS.ELA-LITERACY.RI.5.6](#)
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
 - [CCSS.ELA-LITERACY.RI.5.9](#)
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Online Resources for Primary Sources

UEN. See image below

<http://onlinelibrary.uen.org/library>

Links to primary and secondary resources including the ones listed above as well as a couple others.

Library of congress

<https://www.loc.gov/>

National database of historical records including primary and secondary sources

Mountain West Digital Library

<http://mwdl.org/>

A central search portal for digital collections about the Mountain West region.

National Archives for Teachers

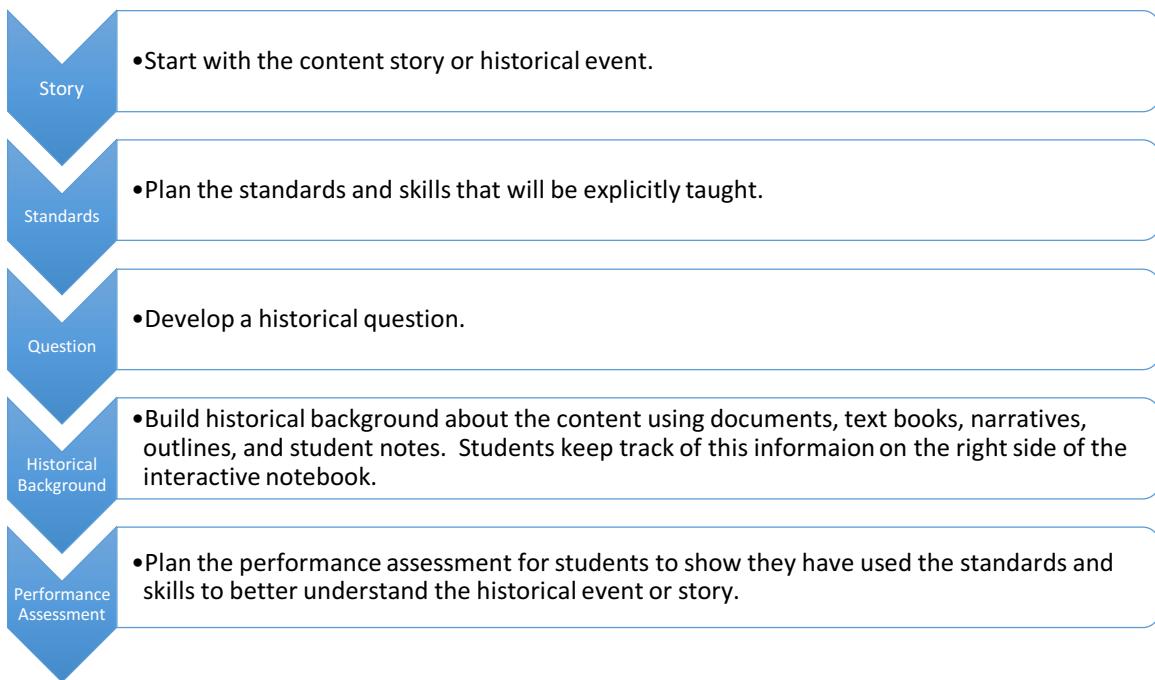
<http://www.archives.gov/education/>

Activities, tools, and a document search engine for using historical documents in lesson plans.

The screenshot shows the Utah's Online Library homepage. At the top left is the logo for "Utah's Online Library". At the top right is the "uen" logo with the text "A SERVICE OF THE UTAH EDUCATION NETWORK www.uen.org". Below the header are three main sections: "General Reference Collection", "Utah Collection", and "Additional Library Resources". The "Additional Library Resources" section contains links to various educational websites, with the "National Archives" link highlighted by a red rectangular box.

General Reference Collection	Utah Collection	Additional Library Resources
CultureGrams	Counties of Utah	ALA Websites for Kids
Digital Science Online	Deseret Morning News	DocsTeach
Digital Science Online - Spanish	Open Educational Resources	eThemes
EBSCO	Preschool Pioneer	Library of Congress
eMedia	The Salt Lake Tribune	Mountain West Digital Library
Gale Kids InfoBits Grades K-6	Utah State Archives	National Archives
Gale Research in Context Grades 6-8	Utah Collections Multimedia Encyclopedia	NROC HippoCampus
Gale Reference Collection Grades 9-12	Utah Digital Newspapers	Spanish Resources
LearningExpress Library	Utah's Local Newspapers	Thinkfinity
NoodleTools		
Soundzabound		
World Book Encyclopedia		

Steps to Create an Integrated Social Studies Lesson



Example

1. The story of Betsy Ross and what flags symbolize
2. Standards
 - a. Draw Conclusions
 - b. Social Studies: Basis for the patriotic and citizenship traditions we have today (Flags and Flag Etiquette)
3. What does a flag say about you?
4. Students build background knowledge about flags and Betsy Ross by:
 - a. Reading short passages about Betsy Ross, flags, and flag etiquette.
 - b. Take notes from teacher inputs on the right side of their interactive notebook.
 - c. Distribute photos of different flags and have students in small groups draw conclusions about what they think the colors and symbols mean.
 - d. Use the USA flag and one other flag to teach what the colors and symbols mean on those flags.
5. On the left side of the interactive notebook, have students create a flag using colors and symbols to represent themselves. Have students write a brief description about their flag. Let students view each others flag and draw conclusions about their classmates based on only looking at the flag they created.

The 5 E Learning Cycle Model

An Inquiry Approach to Science Learning

Engagement	Object, event or question used to engage students. Connections facilitated between what students know and can do.
Exploration	Objects and phenomena are explored. Hands-on/lab-based activities with guidance.
Explanation	Students explain their understanding of their findings. Teacher elaborates on their findings with explicit instruction.
Elaboration	Activities allow students to apply concepts in context, and build on or extend understanding and skill.
Evaluation	Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.

Engage: Learner has a need to know, therefore, defines questions, issues or problems that relate to his/her world.

Learner	Teacher
Calls upon prior knowledge	Poses problems
Identifies problems to solve, decisions to be made, conflict to be resolved	Ask questions
Writes questions, problems, etc.	Assess prior knowledge

Explore: Learner gathers, organizes, interprets, analyzes, and evaluates data.

Learner	Teacher
Hypothesizes and Predicts	Shows students how to use new tools
Explores resources and materials	Guide students in taking more and more responsibility in investigations
Design and carry out investigations with care	Help design and carry out skills of recording, document, and drawing conclusions
Analyze data and draw conclusions	Help students form tentative explanations

Explain and Clarify: Learner clarifies understandings discovered, reaches conclusions or generalizations and communicates in varying modes and forms.

Learner	Teacher
Express ideas in a variety of ways: Interactive Notebooks	Provides feedback
Share understandings and feedback, while working collaboratively with other students	Explicitly teaches the new content/objective ensure student understanding
Offer explanations	
Tie findings from investigations to material explicitly taught by teacher	

Expand: Learner applies these conclusions or generalizations to solve problems, make decisions, perform tasks, resolve conflicts or make meaning

Learner	Teacher
Applies new knowledge	Provides feedback
Solves problems	Makes open suggestions
Seek further clarification	Asks new questions
Reflect with adults and peers	Ensures student reflection

CSD ELEMENTARY LAB REPORT EXPECTATIONS

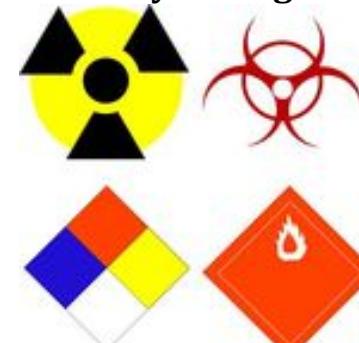
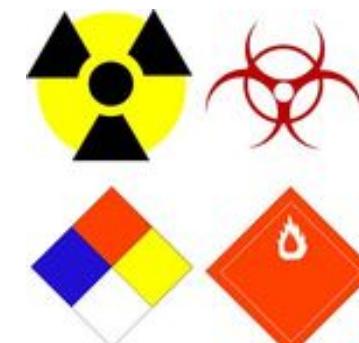
Introduction	TITLE Appropriately title your lab as per teacher instruction.
	PURPOSE This section should describe the purpose or the problem and be in paragraph form. A purpose should include any research information on the subject. It should also include relevant background information and why the lab activity is important. References should be cited when applicable.
	VARIABLES A variable is anything that you can change in an experiment. Only 1 variable should be changed during an experiment. The rest of the variables should be controlled. For example, if you are trying to determine which amount of fertilizer helps plants grow the tallest, your variable is the amount of fertilizer. The controls would be the amount of water, the type of plants, etc.
	HYPOTHESIS To construct a hypothesis, express what you think will be the effect of the independent variable on the dependent variable. This should be a cause and effect statement like the one below: <i>As the <u>independent variable</u> describe how you change it, the <u>dependent variable</u> will describe the effect.</i> Example: As the diameter of a cars tires increase, the maximum speed of the car will decrease.
	PROCEDURE This section should include a short paragraph describing the steps involved in the lab. Steps must be written in sentence form (no lists) and must not contain "we," "I," "us," etc.
Data & Observations	DATA COLLECTION This section should include all data collected. In most cases, data should be presented in a table. Make sure that all column headings include units for all data and calculations. Any qualitative (descriptive) observations should be written in complete sentences. Students should collect enough data to confidently say if their hypothesis is correct or incorrect. If data points are inconsistent (25, 3, 35) students shouldn't just take an average of those 3 numbers and draw a conclusion. Instead, they should notice that the 3 doesn't belong, and that they should continue to collect data until they see a pattern. 3 data points usually isn't enough data to determine an appropriate conclusion.
	DATA & GRAPHS This section should include graphs representing the data set, or graphs representing averages of the data set in a visual format. There are many types of graphs that could be used, such as bar graphs, histograms, scatter plots, line graphs, pie charts, etc. <i>Graphs should have an appropriate title, labeled axes, and display an appropriate scale.</i>
Conclusion	This section of your lab report is the concluding statement of your argument. It should be written in paragraph formatting and include the following: <ul style="list-style-type: none">• Restatement of the purpose of the lab• A brief account of what you did and how it came out• State whether hypothesis was correct or incorrect<ul style="list-style-type: none">○ Use data from the lab to support your claim○ Describe relationships that were observed• Discuss problems encountered in the experiment if appropriate• List suggestions for further study

ELEMENTARY LAB REPORT RUBRIC

Title	1 Point		0 Points	
	Appropriate title included in report.		No title included in report	
Introduction	3 Points	2 Points	1 Point	0 Points
	Introduction is in paragraph form, describes purpose, gives hypothesis, and shares detailed background information (at least 3 pieces).	Introduction is in paragraph form, describes purpose, and gives hypothesis, but does not provide enough background information.	Introduction is in paragraph form and either describes purpose or give hypothesis.	Introduction shares no relevant information or is not in paragraph form.
Procedure	3 Points	2 Points	1 Point	0 Points
	Steps are in paragraph form and written as full sentences (no listing), and there are no "I" statements.	Steps are in paragraph form and written as full sentences (no listing).	Steps are in paragraph form, but some procedures are listed.	Procedure exists entirely in list form, or lacks specificity.
Data	5 Points	3 Points	1 Point	0 Points
	Data tables and graph are included with all aspects labeled; information graphed is relevant, neat, and concise.	Data tables and graphs are included, but have missing labels, or lack of relevance and neatness.	Data table or graph not included.	No table or graphs included.
Conclusion	3 Points	2 Points	1 Point	0 Points
	Conclusion is in paragraph form with description of hypothesis result, reasons/explanation why results occurred using data points as evidence	Conclusion is in paragraph form with description of hypothesis results, reason results were occurred doesn't include appropriate data points	Conclusion is in paragraph form with description of hypothesis result included.	No appropriate conclusion given.

Science Lab Group Member Responsibilities

Assigned jobs should rotate between members of the lab group

Lead Engineer 	Assistant Engineer 	Safety Manager 	Materials Manager 
Lead Engineer 	Assistant Engineer 	Safety Manager 	Materials Manager 

Materials Manager Responsibilities <ul style="list-style-type: none"> • Responsible for the pre-lab check-out and the post-lab check-in of all lab materials • Ensure work area is clean • Appoint team members to help with cleanup when needed 	Safety Manager Responsibilities <ul style="list-style-type: none"> • Report any safety incidents or broken lab equipment to teacher • Ensure all group members are following lab safety procedures • Report any group problems to teacher 	Assistant Engineer Responsibilities <ul style="list-style-type: none"> • Check lab reports of other group members to ensure completion • Assist with group discussions about lab, hypotheses, processes, results, etc. 	Lead Engineer Responsibilities <ul style="list-style-type: none"> • Keep group on-task • Share summary of group work/results with the class • Guide group members to arrive at appropriate conclusion based on lab hypothesis, processes, results, etc.
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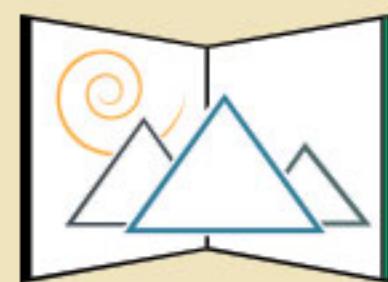
Standards-Based Reporting



I-CANYONS
STUDENTS REPORTS
PRACTICE
PROGRESS
ACHIEVE

1st

Grade



CANYONS
School District

TABLE OF CONTENTS

Introduction	page 2
Report Card	pages 3-4
How to Mark the Report Card	page 5
Learning Skills Rubric	pages 6-7
Standards Based Reporting Teacher Resource Guide	page 8
Canvas Course Access Elementary Standards Based	page 9
Grading 15 Fixes for Broken Grades	page 10
Hashtag Guidelines	page 11
ELA Standards	pages 12-14
ELA Progressions	page 15-22
Math Standards	page 23
Math Progressions Standards	pages 24-32

Purpose of the I-CANyons Student Reports

The purpose is to communicate with parents and students about academic achievements, process of learning, and rate of progress. It is intended to inform students and parents or guardians about learning successes and to guide improvements when needed.

This report card is designed to communicate:

- Growth over time toward on grade level standards in language arts and math
- Mastery of academic standards in language arts and math
- Learning Skills that support academic success

The report card will consist of standards that students will be taught over the course of the school year and expected to master. Not all standards will be reported, only standards that are critical for communication with parents. Mastery can be achieved at any point during the school year.

Students will demonstrate their application of skills and understanding through class assessments, assignments, and projects.

Mastery of the standards is achieved when students demonstrate acquisition and application of knowledge and skills consistently over time to support future learning. A focus on mastery increases the likelihood of all students meeting high learning expectations.



Student Name: REPORT TEST

Student ID: 9999999

Academic Year: 2016-17

Grade: 01

I-CANYONS Student Reports 2016 - 2017

School Information

School: ELEMENTARY

Principal: PRINCIPAL

Phone #: (801) 555-5555

Teacher: Teacher

Attendance			
	PR1	PR2	EYS
Days in Term	0	0	0
Absent	0	0	0
Tardy	0	0	0

Key
PR1 : Progress Report 1
PR2 : Progress Report 2
EYS : End of Year Summary

Learning Skills Legend

C = Consistently

U = Usually

S = Sometimes

R = Rarely

PR1 PR2 EYS

Learning Skills

Actively engaged in learning

Respects rights, opinions, and property of others

Cooperates with others

Follows rules and procedures

Completes tasks on time

Works well independently

Listens

Parent Information

This Report Card is designed to communicate:

- Mastery of academic standards in language arts and math;
- Learning skills that support academic success; and
- Growth over time on grade-level benchmarks in reading and math.

Mastery of the standards is achieved when students demonstrate that they can apply acquired knowledge and skills consistently over time to support future learning.

Students will demonstrate their application of skills and understanding through class assessments, assignments, projects and other indicators.

On the back page of this Report Card you will find the standards students will be taught and expected to master by the end of the year. Your child's progress toward mastery will be reported in November and March. The end of year summary in June will report if mastery has been achieved.

Clarifying Remarks (optional)

PR1 Comments

Progress Report 1 (PR1) & Progress Report 2 (PR2)

3 : On Track at this time - student is on track to master this standard by the end of the school year.

2 : Progressing - student is making progress toward meeting the standard at this time; sometimes demonstrating skills needed to meet standards, at other times showing a lack of understanding or ability to apply the concept or skills.

1 : Insufficient Progress - Student is showing risk of not mastering the standard by the end of the year and is receiving intervention support.

* : Early Mastery - Student has already mastered this standard and is receiving support to extend learning.

Year End Summary (EYS)

3M : Mastered - Student has mastered this standard.

2NYM : Not Yet Mastered - Student has mastered some but not all of the skills necessary to consistently apply standard to further learning.

1NYM : Not Yet Mastered - Student will require on-going intervention to master this standard.

Additional Information

: Modified Standard - Please see the attached report for additional information.

Blank : Not Yet Assessed

Language Arts



PR1 PR2 EYS

Speaking and Listening: I can...

- Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification

Reading Literature and Informational Texts: I can...

- Ask and answer questions about key details
- Identify the main topic and retell key details
- Recognize the structure (e.g., sequence, character, illustrations)
- Compare and contrast texts

Foundational Skills: I can...

- Recognize features of a sentence (e.g. first word, capitalization, ending punctuation)
- Distinguish, blend, isolate and segment sounds
- Recognize and apply grade level phonics to 1-2 syllable words
- Read sight words

- Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension

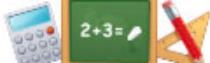
Writing: I can...

- Write opinion pieces using a reason
- Write informational texts using facts
- Write narrative texts to retell events

Language: I can...

- Use grammar skills when writing or speaking
- Apply spelling patterns when writing
- Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases

Mathematics



PR1 PR2 EYS

Operation and Algebraic Thinking: I can...

- Solve addition and subtraction word problems using pictures and equations
- Understand the relationship between addition and subtraction
- Add within 20
- Subtract within 20

Measurement and Data: I can...

- Measure and order objects based on length
- Tell and write time in hours and half-hours
- Represent and interpret data
- Identify and compare the values of pennies, nickels, dimes, and quarters

Numbers and Operations Base Ten: I can...

- Count to 120
- Read and write to 120
- Understand place value to the 10's place
- Compare two-digit numbers using symbols (<, =, >)
- Understand addition to 100 using models
- Add and subtract by groups of 10

Geometry: I can...

- Build and draw shapes having specific characteristics
- Divide circles and rectangles into halves and fourths

Progress Report 1 (PR1) & Progress Report 2 (PR2)

3 : On Track at this time - student is on track to master this standard by the end of the school year.

2 : Progressing - student is making progress toward meeting the standard at this time; sometimes demonstrating skills needed to meet standards, at other times showing a lack of understanding or ability to apply the concept or skills.

1 : Insufficient Progress - Student is showing risk of not mastering the standard by the end of the year and is receiving intervention support.

* : Early Mastery - Student has already mastered this standard and is receiving support to extend learning.

Year End Summary (EYS)

3M : Mastered - Student has mastered this standard.

2NYM : Not Yet Mastered - Student has mastered some but not all of the skills necessary to consistently apply standard to further learning.

1NYM : Not Yet Mastered - Student will require on-going intervention to master this standard.

Additional Information

: Modified Standard - Please see the attached report for additional information.

Blank : Not Yet Assessed

Language Arts

PR1 PR2 EYS

Speaking and Listening: I can...

- Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification

Texts: I can...

✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓

- Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension

✓	✓	✓
---	---	---

Reading Literature and Informational

- Ask and answer questions about key details
- Identify the main topic and retell key details
- Recognize the structure (e.g., sequence, character, illustrations)
- Compare and contrast texts

Texts: I can...

✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓

Writing: I can...

- Write opinion pieces using a reason
- Write informational texts using facts
- Write narrative texts to retell events

✓	✓	✓
✓	✓	✓
✓	✓	✓

Foundational Skills: I can...

- Recognize features of a sentence (e.g. first word, capitalization, ending punctuation)
- Distinguish, blend, isolate and segment sounds
- Recognize and apply grade level phonics to 1-2 syllable words
- Read sight words

✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓

Language: I can...

- Use grammar skills when writing or speaking
- Apply spelling patterns when writing
- Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases

✓	✓	✓
✓	✓	✓
✓	✓	✓

Mathematics

PR1 PR2 EYS

Operation and Algebraic Thinking: I can...

- Solve addition and subtraction word problems using pictures and equations
- Understand the relationship between addition and subtraction
- Add within 20
- Subtract within 20

✓	✓	✓
✓	✓	✓
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✓	✓	✓
✓	✓	✓

Measurement and Data: I can...

- Measure and order objects based on length
- Tell and write time in hours and half-hours
- Represent and interpret data
- Identify and compare the values of pennies, nickels, dimes, and quarters

✓	✓	✓
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Numbers and Operations Base Ten: I can...

- Count to 120
- Read and write to 120
- Understand place value to the 10's place
- Compare two-digit numbers using symbols (<, =, >)
- Understand addition to 100 using models
- Add and subtract by groups of 10

✓	✓	✓
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✓	✓	✓
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✓	✓	✓

Geometry: I can...

- Build and draw shapes having specific characteristics
- Divide circles and rectangles into halves and fourths

✓	✓	✓
✓	✓	✓
✓	✓	✓

How to Mark the Report Card:

Yellow boxes indicate caution. The standard may not be ready to be assessed. Checkmarks indicate standards are ready to be assessed and marked.

Learning Skills Rubric

Indicator	Consistently	Usually	Sometimes	Rarely
Actively engaged in learning	<p>$\geq 95\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Participate interactively (saying, writing, doing) Show attention by listening (see below) and reacting appropriately 	<p>$\geq 80\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Participate interactively (saying, writing, doing) Show attention by listening (see below) and reacting appropriately 	<p>$\geq 60\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Participate interactively (saying, writing, doing) Show attention by listening (see below) and reacting appropriately 	<p>$\leq 59\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Participate interactively (saying, writing, doing) Show attention by listening (see below) and reacting appropriately
Respects rights, opinions, and property of others	<p>$\geq 95\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Keep my hands and feet to myself Be polite Value others' opinions Use materials appropriately 	<p>$\geq 80\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Keep my hands and feet to myself Be polite Value others' opinions Use materials appropriately 	<p>$\geq 60\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Keep my hands and feet to myself Be polite Value others' opinions Use materials appropriately 	<p>$\leq 59\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Keep my hands and feet to myself Be polite Value others' opinions Use materials appropriately
Cooperates with others	<p>$\geq 95\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Work together in a positive manner for a common purpose Compromise when needed to benefit the task Seek input from others to understand their point of view (e.g., taking turns, sharing, asking questions, listening to the response) 	<p>$\geq 80\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Work together in a positive manner for a common purpose Compromise when needed to benefit the task Seek input from others to understand their point of view (e.g., taking turns, asking questions, listening to the response) 	<p>$\geq 60\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Work together in a positive manner for a common purpose Compromise when needed to benefit the task Seek input from others to understand their point of view (e.g., taking turns, asking questions, listening to the response) 	<p>$\leq 59\%$ of the time, the student can:</p> <ul style="list-style-type: none"> Work together in a positive manner for a common purpose Compromise when needed to benefit the task Seek input from others to understand their point of view (e.g., taking turns, asking questions, listening to the response)
Follows rules and procedures	<p>$\geq 95\%$ of the time, the student can follow:</p> <ul style="list-style-type: none"> Directions the first time given 	<p>$\geq 80\%$ of the time, the student can follow:</p> <ul style="list-style-type: none"> Directions the first time given 	<p>$\geq 60\%$ of the time, the student can follow:</p> <ul style="list-style-type: none"> Directions the first time given 	<p>$\leq 59\%$ of the time, the student can follow:</p> <ul style="list-style-type: none"> Directions the first time given

Learning Skills Rubric

	<ul style="list-style-type: none"> • Class rules • School rules 	<ul style="list-style-type: none"> • Class rules • School rules 	<ul style="list-style-type: none"> • Class rules • School rules 	<ul style="list-style-type: none"> • Class rules • School rules
Indicator	Consistently	Usually	Sometimes	Rarely
Completes tasks on time	<p><u>>95% of the time, the student can complete in a timely manner:</u></p> <ul style="list-style-type: none"> • Assignments • Classroom activities • Homework 	<p><u>>80% of the time, the student can complete in a timely manner:</u></p> <ul style="list-style-type: none"> • Assignments • Classroom activities • Homework 	<p><u>>60% of the time, the student can complete in a timely manner:</u></p> <ul style="list-style-type: none"> • Assignments • Classroom activities • Homework 	<p><u><59% of the time, the student/ can complete in a timely manner:</u></p> <ul style="list-style-type: none"> • Assignments • Classroom activities • Homework
Works well independently	<p><u>>95% of the time, I can:</u></p> <ul style="list-style-type: none"> • Self monitor for understanding. • Ask for help when needed. • Work on my own, undistracted 	<p><u>>80% of the time, I can:</u></p> <ul style="list-style-type: none"> • Self monitor for understanding. • Clarify assignment, if needed. • Work on my own, undistracted 	<p><u>>60% of the time, I can:</u></p> <ul style="list-style-type: none"> • Self monitor for understanding. • Clarify assignment, if needed. • Work on my own, undistracted 	<p><u><59% of the time, I can:</u></p> <ul style="list-style-type: none"> • Self monitor for understanding. • Clarify assignment, if needed. • Work on my own, undistracted
Listens	<p><u>>95% of the time, I can:</u></p> <ul style="list-style-type: none"> • Sit up • Lean forward • Act interested/ask questions • Nod/note taking • Track the speaker with your eyes 	<p><u>>80% of the time, I can:</u></p> <ul style="list-style-type: none"> • Sit up • Lean forward • Act interested/ask questions • Nod/note taking • Track the speaker with your eyes 	<p><u>>60% of the time, I can:</u></p> <ul style="list-style-type: none"> • Sit up • Lean forward • Act interested/ask questions • Nod/note taking • Track the speaker with your eyes 	<p><u><59% of the time, I can:</u></p> <ul style="list-style-type: none"> • Sit up • Lean forward • Act interested/ask questions • Nod/note taking • Track the speaker with your eyes

Standards Based Reporting Teacher Resource Guide

There are a variety of resources available to elementary teachers to support Standards Based Grading. Each document provides ease in monitoring student achievement.

Reading Street Standards Alignment Document: <ul style="list-style-type: none"> Alignment of report card standards with skill description for weekly and unit assessments Identifies the number of test questions used to assess the skill. Details the alignment of test question(s) with the skill and standard. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">Weekly Test Item Analysis—Grade 3</th></tr> <tr> <th>TEST</th><th>SECTION</th><th>ITEMS</th><th>SKILL</th><th>COMMON CORE STATE STANDARD</th></tr> </thead> <tbody> <tr> <td rowspan="6" style="vertical-align: middle; text-align: center;">Weekly Test 9</td><td>Vocabulary</td><td>1–7</td><td>Understand and use new vocabulary</td><td>Language 4.a.</td></tr> <tr> <td>Phonics</td><td>8–12</td><td>Consonant blends (squ, spl, thr, str)</td><td>Foundational Skills 3.</td></tr> <tr> <td rowspan="3" style="vertical-align: middle; text-align: center;">Comprehension</td><td>13–15, 19, 20</td><td>Author's purpose</td><td>Informational Text 6.</td></tr> <tr> <td>16, 18</td><td>Fact and opinion, Generalize</td><td>Informational Text 1.</td></tr> <tr> <td>17</td><td>R Compare and contrast</td><td>Informational Text 6.</td></tr> <tr> <td>Written Response</td><td>Look Back and Write</td><td>Respond to literature</td><td>Literature 3. (Also Literature 1., Writing 4., 5., 10., Language 1., 2.)</td></tr> </tbody> </table>	Weekly Test Item Analysis—Grade 3					TEST	SECTION	ITEMS	SKILL	COMMON CORE STATE STANDARD	Weekly Test 9	Vocabulary	1–7	Understand and use new vocabulary	Language 4.a.	Phonics	8–12	Consonant blends (squ, spl, thr, str)	Foundational Skills 3.	Comprehension	13–15, 19, 20	Author's purpose	Informational Text 6.	16, 18	Fact and opinion, Generalize	Informational Text 1.	17	R Compare and contrast	Informational Text 6.	Written Response	Look Back and Write	Respond to literature	Literature 3. (Also Literature 1., Writing 4., 5., 10., Language 1., 2.)
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Canvas Course Access

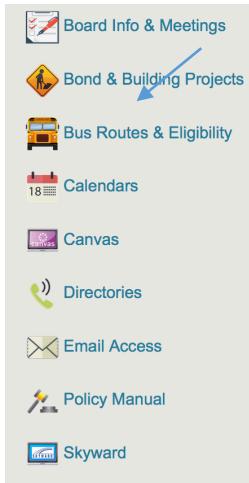
Elementary Standards Based Grading

Log into Canvas: <https://canyons.instructure.com>

District Home Page:

Please request to be added to the course through your school Ed Tech or email Monica.Lewis@canyondistrict.org

Login: CSD email username and password



Elementary Standards Based Grading Course

A screenshot of the "Elementary Standards-Based Grading" Canvas course page. The left sidebar shows a "Modules" tab highlighted in blue. A purple box highlights the first module, "Elementary Standards-Based Grading", which is described as "STANDARDS-101". Below the modules, there are tabs for "Files", "Assignments", "Quizzes", "Announcements", "Conferences", "People", "Grades", "Outcomes", "Syllabus", "Collaborations", "Discussions", "Pages", and "Settings". The main content area displays the course description and two book covers: "A REPAIR KIT FOR GRADING 15 Fixes for Broken Grades" by Ken O'Connor and "DEVELOPING STANDARDS-BASED REPORT CARDS" by Thomas R. Guskey and Jane M. Bailey.

Course Contents

Modules:

- Each module aligns with the *Repair Kit for Grading, 15 Fixes for Broken Grades*.
- Provides teachers with professional development to better understand standards based grading and practices.
- Assignments are aligned with each module (optional). Upon completion 1 licensure point will be awarded.

Files:

- **Grade Level Folders**
 - Report Card
 - Supporting documents for ELA/Math details the alignment of assessment question(s) with the skill and standard.
 - Document detailing how to mark report card.
- **Parent Teacher Conference Resources**
 - SEP agendas
- **Technology Supports**
 - Skyward guides
- **Special Education Documents**
- **Mastery Training Documents**

15 Fixes for Broken Grades

Fixes that Distort Achievement

1. Don't include student behaviors in grades; include only achievement (effort, participation, adherence to class rules, etc.).
2. Don't reduce marks on "work" submitted late; provide support the learner.
3. Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don't consider attendance in grade determination; report absences separately.
6. Don't include group scores in grades; use only individual achievement.

Fixes for Low-Quality or Poorly Organized Evidence

7. Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
8. Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don't assign grades based on student's achievement compared to other students; compare each students' performance to present students.
10. Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments.

Fixes for Inappropriate Grade Calculation

11. Don't rely only on the mean; consider other measures such as median or mode and use professional judgment.
12. Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.

Fixes to Support Learning

13. Don't use "checks for understanding" or practice (homework) to determine grades; use only evidence that demonstrates mastery.
14. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances emphasize more recent achievement.
15. Don't leave students out of the grading process. Involve students; they can—and should—play key roles in assessment and grading that promote achievement.



Guidelines for using the *hashtag* on the Report Card

- The only standards with a *hashtag* are those in which learning opportunities are **modified** for a student.
 - ✓ The standards should align with the student's IEP
- General Education and Special Education teachers must discuss the standards represented with the *hashtag*.
- Student achievement towards standards marked a **3-On Track at this Time** or **3M-Mastered** will not have a *hashtag*. Mastery of a standard is accomplished without curriculum modifications.
- Teachers should meet with parents to explain the use of the *hashtag* to ensure information communicated to the parents.
 - ✓ Explain the modification being made to the standard (i.e. different level of work, modified curriculum, modified standard).
 - ✓ The Special Education Teacher should provide connections to the IEP progress report.

Accommodation	Modification
Accommodations are: <ul style="list-style-type: none">• adaptions in how a student accesses information and demonstrates learning• provided to give students equal access to learning opportunities to demonstrate knowledge	Modifications are: <ul style="list-style-type: none">• adaptions to a curriculum that may alter the grade-level expectations, but does not alter content standards.• changes to instructional level, performance criteria, and/or curriculum.
Example: A student is provided extended time to complete assignments or assessments.	Example: A third grade student receives reading instruction on a first grade reading level.

1st Grade I-CANYONS Report Card Standards

Speaking and Listening

- Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification SL.1.1

Reading Literature and Informational Texts:

- Ask and answer questions about key details RL.1.1, RI.1.1, SL.2.3
- Identify the main topic and retell key details RL.1.2, RI.1.2, SL.1.2
- Recognize the structure (e.g., sequence, character, illustrations) RL.1.3, RL.1.5, RL.1.7, RI.1.3, RI.1.5, RI.1.6, RI.1.7
- Compare and contrast texts RL.1.6, RL.1.9, RI.1.9

Foundational Skills:

- Recognize features of a sentence (e.g. first word, capitalization, ending punctuation) RF.1.a
- Distinguish, blend, isolate and segment sounds RF.1.2
- Recognize and apply grade level phonics to 1-2 syllable words RF.1.3
- Read sight words RF.1.3g
- Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension RF.1.4

Writing

- Write opinion pieces using a reason W.1.1
- Write informational texts using facts W.1.2
- Write narrative texts to retell events W.1.3

Language

- Use grammar skills when writing or speaking L.1.1, L.1.2
- Apply spelling patterns when writing L.1.2.d
- Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases L.1.4, R.L.1.4, R.I.1.4

1st Grade SuccessNet Skill Alignment to the I-CANYONS Report Card Standards

Category	I-CANYONS Report Card Standard	SuccessNet Skill Alignment
Speaking and Listening	Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification SL.1.1	N/A
Reading Literature and Informational Texts	Ask and answer questions about key details RL.1.1, RI.1.1, SL.2.3	<ul style="list-style-type: none"> • Author's Purpose • Draw Conclusions • Fact and Opinion
	Identify the main topic and retell key details RL.1.2, RI.1.2, SL.1.2	<ul style="list-style-type: none"> • Main Idea and Details • Facts and Details • Theme
	Recognize the structure (e.g., sequence, character, illustrations) RL.1.3, RL.1.5, RL.1.7, RI.1.3, RI.1.5, RI.1.6, RI.1.7	<ul style="list-style-type: none"> • Cause and Effect • Character • Plot • Realism and Fantasy • Sequence • Setting
	Compare and contrast texts RL.1.6, RL.1.9, RI.1.9	<ul style="list-style-type: none"> • Compare and Contrast
Foundational Skills	Recognize features of a sentence (e.g. first word, capitalization, ending punctuation) RF.1.a	<ul style="list-style-type: none"> • Sentences
	Distinguish, blend, isolate and segment sounds RF.1.2	N/A
	Recognize and apply grade level phonics to 1-2 syllable words RF.1.3	<ul style="list-style-type: none"> • Consonants • Consonant Blends • Consonant Patterns • Consonant Digraphs • Vowel Sounds • Vowel Digraphs • Syllables • Syllable Patterns
	Read sight words RF.1.3g	<ul style="list-style-type: none"> • High-Frequency Words

	Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension RF.1.4	<ul style="list-style-type: none"> • N/A
Writing	Write opinion pieces using a reason W.1.1	<ul style="list-style-type: none"> • N/A
	Write informational texts using facts W.1.2	<ul style="list-style-type: none"> • N/A
	Write narrative texts to retell events W.1.3	<ul style="list-style-type: none"> • N/A
Language	Use grammar skills when writing or speaking L.1.1, L.1.2	<ul style="list-style-type: none"> • Adjectives • Nouns • Pronouns • Verbs • Adverbs
	Apply spelling patterns when writing L.1.2.d	<ul style="list-style-type: none"> • N/A
	Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases L.1.4, R.L.1.4, R.I.1.4	<ul style="list-style-type: none"> • Comparative Endings • Contractions • Inflected Endings • Prefixes • Suffixes

1st Grade ELA Progression

**Mark a 3 on the report card
for the given term if the student shows mastery of the listed skills and standards.**

Speaking and Listening			
Standard	Term 1	Term 2 Assess standards below while maintaining Term 1 skills and standards	Term 3 Assess standards below while maintaining Term 1 & 2 skills and standards
Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification SL.1.1	<ul style="list-style-type: none">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).	<ul style="list-style-type: none">Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<ul style="list-style-type: none">Ask questions to clear up any confusion about the topics and texts under discussion.

Reading Literature and Informational Skills

Standard	Term 1	Term 2 Assess standards below while maintaining Term 1 skills and standards	Term 3 Assess standards below while maintaining Term 1 & 2 skills and standards
Ask and answer questions about key details RL.1.1, RI.1.1, SL.1.3	To determine mastery on the reading literature and informational text standards, consider the amount of scaffolding the student requires.	<ul style="list-style-type: none"> • If a student requires significant teacher and/or peer support to read and comprehend a grade-level text within the appropriate text complexity band, then the student would achieve a 1. 	
Identify the main topic and retell key details RL.1.2, RI.1.2, SL.1.2		<ul style="list-style-type: none"> • If a student is inconsistent in their skills and at times requires teacher or peer prompting or support to read and comprehend a grade-level text within the appropriate text complexity band, then the student would achieve a 2. 	
Recognize the structure (e.g., sequence, character, illustrations) RL.1.3, RL.1.5, RL.1.7, RI.1.3, RI.1.5, RI.1.6, RI.1.7		<ul style="list-style-type: none"> • If a student is able to read and comprehend grade-level text within the appropriate text complexity band and requires no support to do so, then the student would achieve a 3. 	

Compare and contrast texts RL.1.6, RL.1.9, RI.1.9	
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Foundational Skills			
Standard	Term 1	Term 2 Assess standards below while maintaining Term 1 skills and standards	Term 3 Assess standards below while maintaining Term 1 & 2 skills and standards
Recognize features of a sentence (e.g. first word, capitalization, ending punctuation) RF.1.a	<ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<ul style="list-style-type: none"> Same as Term 1 	<ul style="list-style-type: none"> Same as Term 1
Distinguish, blend, isolate and segment sounds RF.1.2	<ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 	<ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 	<ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Recognize and apply grade level phonics to 1-2 syllable words	<ul style="list-style-type: none"> Decode regularly spelled one-syllable words. Read words with inflectional endings. 	<ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. 	<ul style="list-style-type: none"> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in

RF.1.3			<p>a printed word.</p> <ul style="list-style-type: none"> Decode two-syllable words following basic patterns by breaking the words into syllables.
Read sight words RF.1.3g	<p>For the high-frequency/sight words taught so far:</p> <ul style="list-style-type: none"> Recognize and read grade-appropriate irregularly spelled words. 	<p>For the high-frequency/sight words taught so far:</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p>For the high-frequency/sight words taught so far:</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>
Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension RF.1.4	<ul style="list-style-type: none"> Read grade level text fluently with accuracy, rate of 12 wcpm, and expression to support comprehension. 	<ul style="list-style-type: none"> Read grade level text fluently with accuracy, rate of 30 wcpm, and expression to support comprehension. 	<ul style="list-style-type: none"> Read grade level text fluently with accuracy, rate of 53 wcpm, and expression to support comprehension.

Writing

Standard	Term 1	Term 2 Assess standards below while maintaining Term 1 skills and standards	Term 3 Assess standards below while maintaining Term 1 & 2 skills and standards
Write opinion pieces using a reason W.1.1	N/A	<p>Write opinion pieces in which the student can do 2 of the following:</p> <ul style="list-style-type: none"> • Introduce the topic or name the book they are writing about • State an opinion • Supply a reason for the opinion • Provide some sense of closure. 	<p>Write opinion pieces in which the student can do ALL of the following:</p> <ul style="list-style-type: none"> • Introduce the topic or name the book they are writing about • State an opinion • Supply a reason for the opinion • Provide some sense of closure.
Write informational texts using facts W.1.2	N/A	<p>Write informative/ explanatory texts in which the student can do 2 of the following:</p> <ul style="list-style-type: none"> • Name a topic • Supply some facts about the topic 	<p>Write informative/ explanatory texts in which the student can do ALL of the following:</p> <ul style="list-style-type: none"> • Name a topic • Supply some facts about the topic

		<ul style="list-style-type: none"> • Provide some sense of closure. 	<ul style="list-style-type: none"> the topic • Provide some sense of closure.
<p>Write narrative texts to retell events W.1.3</p>	<p>Write narratives in which the student can do 2 of the following:</p> <ul style="list-style-type: none"> • Recount two or more appropriately sequenced events • Include some details regarding what happened • Use temporal words to signal event order • Provide some sense of closure. 	<p>Write narratives in which the student can do ALL of the following:</p> <ul style="list-style-type: none"> • Recount two or more appropriately sequenced events • Include some details regarding what happened • Use temporal words to signal event order • Provide some sense of closure. 	

Language			
Standard	Term 1	Term 2 Assess standards below while maintaining Term 1 skills and standards	Term 3 Assess standards below while maintaining Term 1 & 2 skills and standards
Use grammar skills when writing or speaking. L.1.1, L.1.2	<ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • Use end punctuation for sentences. 	<ul style="list-style-type: none"> • Independently identify and legibly write all upper-and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters). • Use common, proper, and possessive nouns. • Capitalize dates and names of people. • 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). • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). • Use determiners (e.g., articles, demonstratives). • Use commas in dates and to separate single words in a series. 	<ul style="list-style-type: none"> • Produce grade-appropriate text using legible writing. • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

<p>Apply spelling patterns when writing.</p> <p>L.1.2.d</p>	<p>For spelling patterns taught so far:</p> <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<p>For spelling patterns taught so far:</p> <ul style="list-style-type: none"> • 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. 	<p>For spelling patterns taught so far:</p> <ul style="list-style-type: none"> • 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.
<p>Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases</p> <p>L.1.4, R.L.1.4, R.I.1.4</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). • Use sentence-level context as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> • Use frequently occurring affixes as a clue to the meaning of a word. •

Grade 1

Operations and Algebraic Thinking

- Solve addition and subtraction word problems using pictures and equations 1.OA.1
- Understand the relationship between addition and subtraction 1.OA.3&4
- Add within 20 1.OA.6
- Subtract within 20 1.OA.6

Numbers and Operations Base Ten

- Count to 120 1.NBT.1
- Read and write to 120 1.NBT.1
- Understand place value to the 10's place 1.NBT.2
- Compare two-digit numbers using symbols ($<$, $=$, $>$) 1.NBT.3
- Understand addition to 100 using models 1.NBT.4
- Add and subtract by groups of 10 1.NBT.5, 1.NBT.6

Measurement and Data

- Measure and order objects based on length 1.MD.1&2
- Tell and write time in hours and half-hours 1.MD.3
- Organize, represent, and interpret data with up to three categories 1.MD.4
- Identify the value of pennies, nickels, dimes, and quarters and know their comparative value. Use appropriate notation to designate a coins value 1.MD.5

Geometry

- Build and draw shapes having specific characteristics 1.G.1&2
- Divide circles and rectangles into halves and fourths 1.G.3

1st Grade Math Progression

**Mark a 3 on the report card
for the given term if the student shows mastery of the listed skills and standards.**

Operations and Algebraic Thinking			
Standard	Term 1	Term 2	Term 3
Solve addition and subtraction word problems using pictures and equations 1.OA.1	<ul style="list-style-type: none">Use addition and subtraction within 10 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	<ul style="list-style-type: none">Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	<ul style="list-style-type: none">Maintain mastery of Term 1 and Term 2 skills and standards.
Understand the relationship between addition and subtraction	<ul style="list-style-type: none">Apply properties of operations as strategies to add and subtract within 10. <i>Example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is</i>	<ul style="list-style-type: none">Apply properties of operations as strategies to add and subtract within 20. <i>Example: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is</i>	<ul style="list-style-type: none">Maintain mastery of Term 1 and Term 2 skills and standards.

1.OA.3&4	<p><i>also known. (Commutative Property of Addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition)</i></p> <ul style="list-style-type: none"> • Understand subtraction as an unknown-addend problem to 10. <i>For example, subtract 10 – 8 by the number that makes 10 when added to 8.</i> • 	<p><i>also known. (Commutative Property of Addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (Associative Property of Addition)</i></p> <ul style="list-style-type: none"> • Understand subtraction as an unknown-addend problem to 10. <i>For example, subtract 10 – 8 by the number that makes 10 when added to 8.</i> 	
Add within 20 1.OA.6	<ul style="list-style-type: none"> • Add within 10 	<ul style="list-style-type: none"> • Add within 20 	<ul style="list-style-type: none"> • Add within 20, demonstrating fluency for addition within 10
Subtract within 20 1.OA.6	<ul style="list-style-type: none"> • Subtract within 10 	<ul style="list-style-type: none"> • Subtract within 20 	<ul style="list-style-type: none"> • Subtract within 20, demonstrating fluency for subtraction within 10

Numbers and Operations Base Ten			
Standard	Term 1	Term 2	Term 3
Count to 120 1.NBT.1	• NA	• Count to 120, starting at any number less than 120.	• Maintain mastery of Term 1 and Term 2 skills and standards.
Read and write to 120 1.NBT.1	• NA	• Read and write numerals to 120 and represent a number of objects with a written numeral.	• Maintain mastery of Term 1 and Term 2 skills and standards.
Understand place value to the 10's place 1.NBT.2	• NA	<p>Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Understand the following as special cases:</p> <ul style="list-style-type: none"> • 10 can be thought of as a bundle of ten ones — called a "ten." • The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	• Maintain mastery of Term 1 and Term 2 skills and standards.

Compare two-digit numbers using symbols (<,=, >) 1.NBT.3	<ul style="list-style-type: none"> NA 	<p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.</p>	<ul style="list-style-type: none"> Maintain mastery of Term 2 skills and standards.
Understand addition to 100 using models 1.NBT. 4	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Add and subtract by groups of 10 1.NBT.5, 1.NBT.6	<ul style="list-style-type: none"> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based 	<ul style="list-style-type: none"> Maintain mastery of Term 1 skills and standards 	<ul style="list-style-type: none"> Maintain mastery of Term 1 and 2 skills and standards

	on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
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Measurement and Data			
Standard	Term 1	Term 2	Term 3
Measure and order objects based on length 1.MD.1&2	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Order three objects by length; compare the lengths of two objects indirectly by using a third object. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
Tell and write time in hours and half-hours 1.MD.3	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Tell and write time in hours and half-hours using analog and digital clocks.
Organize, represent, and interpret data with up to three categories	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, 	<ul style="list-style-type: none"> Maintain mastery of Term 2 skills and standards.

1.MD.4		and how many more or less are in one category than in another	
Identify and compare the value of pennies, nickels, dimes, and quarters 1.MD.5	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Identify the value of pennies, nickels, dimes, and quarters and know their comparative value. Use appropriate notation to designate a coins value.

Geometry			
Standard	Term 1	Term 2	Term 3
Build and draw shapes having specific characteristics 1.G.1&2	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
Divide circles and rectangles into halves and fourths 1.G.3	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe

			<p>the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>
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