

# Curriculum Maps 2016-2017

▷ Supporting Advanced Learners Toward Achievement ◀

**SALTA**

**2nd**

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.

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## 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	4							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
														30						
May 2017							June 2017													
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								

(Note: School emergency closure days will be made up first on Presidents Day and then during Spring Recess)

- 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 Aug 18
- Teachers at School (Contract Days) Aug 19, 22, 23
- First Day of School Aug 24
- First Day of School for Kindergarten Aug 29
- Labor Day Recess Sept 5
- No Student Day Sept 23
- Midterm Quarter Sept 23
- Parent/Teacher Conferences High Schools Sept 26, 27
- Parent/Teacher Conferences Middle Schools Sept 27, 28
- Parent/Teacher Conferences Elementary Schools Sept 28, 29
- Early Out Elementary Schools Sept 29
- No Student Day (Compensatory Day) Sept 30
- Fall Recess Oct 20, 21
- End of 1st Quarter Term Oct 31
- No Student Day Nov 4
- Trimester End Date K-8 Nov 21
- Thanksgiving Recess Nov 23 - 25
- Midterm Quarter Dec 7
- Winter Recess Dec 22-Jan 2
- Martin Luther King Jr. Day Recess Jan 16
- End of 2nd Quarter Term Jan 18
- No Student Day Jan 20
- No Student Day Feb 10
- Parent/Teacher Conferences High Schools Feb 13, 14
- Parent/Teacher Conferences Middle Schools Feb 14, 15
- Parent/Teacher Conferences Elementary Schools Feb 15, 16
- Early Out Elementary Schools Feb 16
- No Student Day (Compensatory Day) Feb 17
- Presidents' Day Recess Feb 20
- Midterm Quarter Feb 22
- Trimester End Date K-8 Mar 2
- End of 3rd Quarter Term Mar 27
- Spring Recess Apr 3 - 7
- Midterm Quarter May 5
- Memorial Day Recess May 29
- No Student Day Grades K-8 Jun 2
- Last Day of School Jun 7

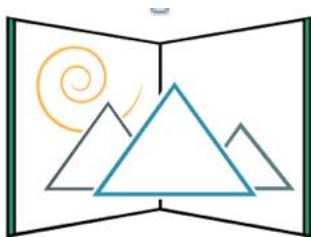
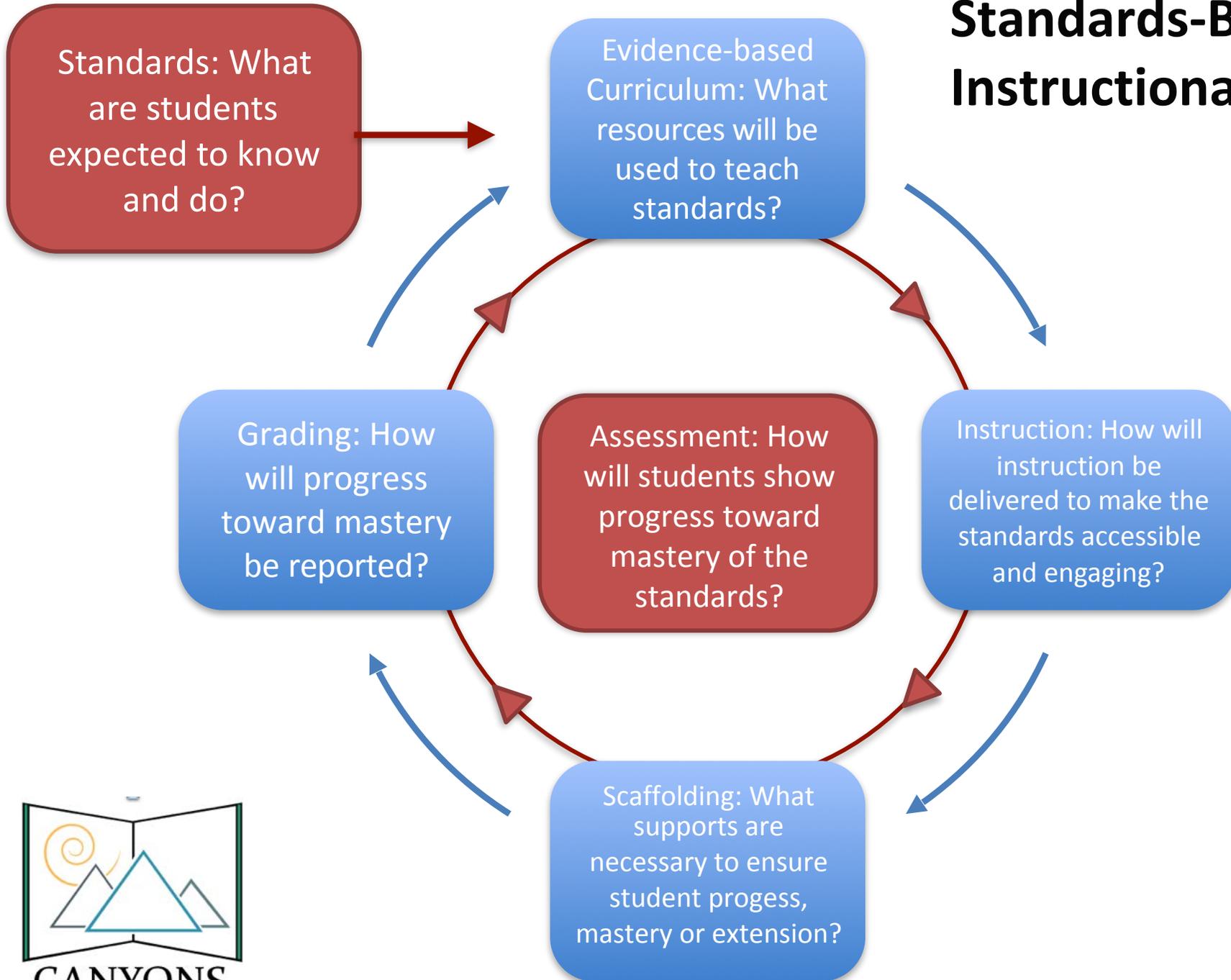
\*Every Friday is an Elementary Student Early Out Day  
 \*\*June 2 Directed Data Day for elementary and middle schools only  
 \*\*\*Elementary early out Sept 29 and Feb 16  
 \*\*\*\*This calendar is not for Brighton students.

# 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.
 <b>Student Achievement Principles</b>	<ul style="list-style-type: none"> <li>All CSD students and educators are part of ONE proactive educational system.</li> <li>Evidence-based instruction and interventions are aligned with rigorous content standards.</li> </ul>	<ul style="list-style-type: none"> <li>Data are used to guide instructional decisions, and allocate resources.</li> <li>CSD educators use assessments that are reliable, valid, and connected to standards</li> </ul>	<ul style="list-style-type: none"> <li>CSD educators problem solve collaboratively to meet student needs.</li> </ul>
<ul style="list-style-type: none"> <li>Culture centers around building positive relationships, setting high expectations, and committing to every student's success.</li> <li>Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students.</li> <li>Leadership at all levels is vital.</li> </ul>			

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	Collaborative Problem Solving for Improvement
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.	Use data to problem solve and make decisions
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"> <li>Intervention and skill-based instruction</li> <li>Special Education services</li> <li>English Language Development (ELD)</li> </ul> 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"> <li>Coaching cycles with peer coaches, teacher specialists, achievement coach, and/or new teacher coach</li> <li>Instructional Professional Learning Communities (IPLCs)</li> <li>Learning walkthroughs and targeted observations</li> <li>Lesson Study</li> <li>Video Analysis</li> </ul>	Assessment practices: <ul style="list-style-type: none"> <li>Inform instruction</li> <li>Provide feedback about learning to students, parents, and teachers</li> <li>Build student efficacy</li> <li>Monitor student achievement and behavioral growth</li> <li>Celebrate teaching and learning successes</li> </ul> Assessment Types: <ul style="list-style-type: none"> <li>Classroom Assessing</li> <li>Teams and Schoolwide Assessment</li> <li>Districtwide Standards-based Benchmarks</li> <li>Comprehensive Assessments</li> <li>Screening Assessments (DIBELS, SRI, SMI)</li> <li>Specialized Assessments (WIDA, IDEA, eligibility assessment, Phonics surveys)</li> </ul>	Problem solving process: identify, analyze, plan, and evaluate  Early warning system for identification of risk (academic, behavior, and attendance)  Timely and consistent review of relevant data by teams (e.g. BLT, IPLC, CST): <ul style="list-style-type: none"> <li>Evaluate effectiveness of academic and behavior instruction for all groups of students using valid and reliable data (student and teacher data)</li> <li>Determine needs for academic and behavior intervention</li> </ul>

# Standards-Based Instructional Cycle



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SALTA INTRO

# 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

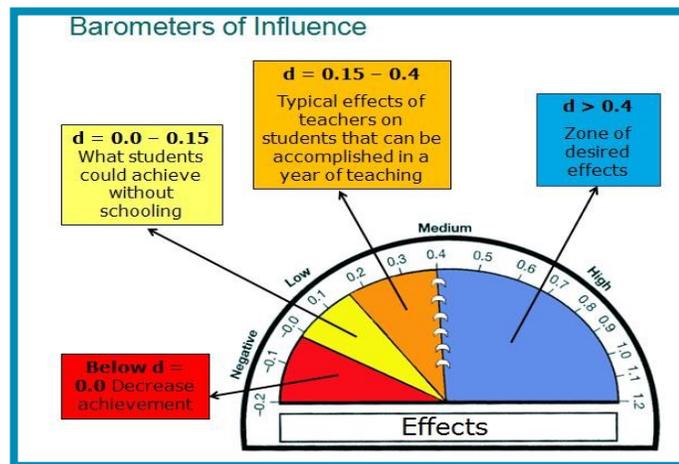
### Feedback Cycle

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

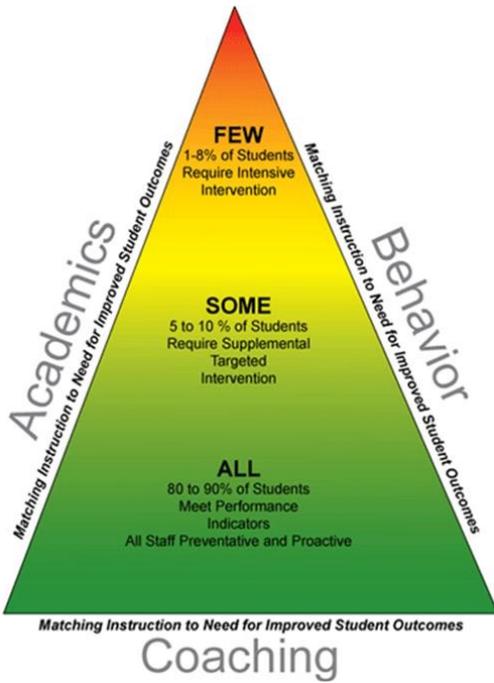
## Techniques to increase Student Achievement and Engagement

### Overview

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

# 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

## Critical Actions for Educators

- \*Clearly identify behavior expectations and explicitly teach them to students.
- \*Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness.
- \*Recognize students for positive behavior.
- \*Systematically correct problem behaviors.



# CLASSROOM PBIS

Effect Size: 0.52

Key Component	Definition
<p>Clearly Establishing Student Rules</p>	<ul style="list-style-type: none"> <li>• Select 3-5 positively stated and easily remembered rules that align with the school- wide rules                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• Publicly post rules in the classroom in a prominent location.</li> <li>• 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"> <li>• Walking in the hallway</li> <li>• Classroom exit</li> <li>• Starting and ending class</li> <li>• Sharpening pencils</li> <li>• Going to the restroom</li> <li>• Transitioning from one activity to the next</li> <li>• Technology use in the classroom</li> </ul> </li> </ul>
<p>Explicitly Teaching Rules</p>	<ul style="list-style-type: none"> <li>• Explicitly teach classroom rules and routines to students.                             <ul style="list-style-type: none"> <li>• Define and model positive examples and non-examples of what the rules look like in the classroom.</li> <li>• Have students model and practice performing the desired behaviors.</li> <li>• Provide positive feedback and corrective feedback as needed during practice of the desired behaviors.</li> </ul> </li> <li>• Review and practice the rules with students throughout the school year.                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• Example Routine                             <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul>

# CLASSROOM PBIS

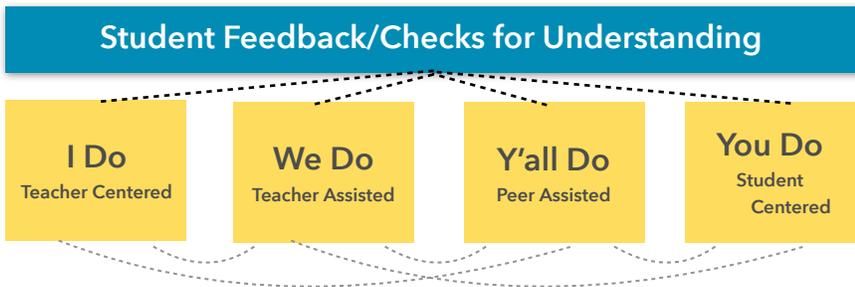
Effect Size: 0.52

Key Component	Definition
<p>Reinforcing Positive Behaviors and Correcting Negative Behaviors</p>	<ul style="list-style-type: none"> <li>• 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"> <li>• Example: "I really like the way Sarah is waiting for instructions. She has her materials ready, and she's sitting quietly at her desk."</li> </ul> </li> <li>• 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"> <li>• 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."</li> </ul> </li> </ul>
<p>Creating a Supportive Classroom</p>	<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"> <li>• Make personal connections with students</li> <li>• Help students feel like they belong</li> <li>• Establish clear classroom norms to demonstrate respect for others</li> <li>• Create consistent rules, routines, and arrangements (fosters predictability)</li> <li>• Weave positive feedback into daily interactions with students and parents</li> <li>• Be available for students (e.g. to ask questions, seek guidance)</li> <li>• Actively listen</li> <li>• Set a positive tone for learning and problem solving</li> <li>• Be aware of your personal emotions, assumptions, and biases and how they may impact your interactions with students</li> </ul>

# 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.



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

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

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

# 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.

### 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.

### Types of Scaffolds

Scaffold	Ways to use Scaffolds in an Instructional Setting
<b>Advance Organizers</b>	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.
<b>Checklists</b>	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.
<b>Collaborative Grouping</b>	Having students work in partners or small groups with students who can support/model students who may struggle with content.
<b>Concept and Mind Maps</b>	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.
<b>Cue Cards</b>	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.
<b>Examples</b>	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.
<b>Explanations</b>	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
<b>Handouts</b>	Prepared handouts that contain task and content-related information, but with less detail and room for student note taking.
<b>Images and Multimedia</b>	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.
<b>Manipulatives</b>	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.
<b>Pair-Share</b>	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.
<b>Precision Partnering</b>	Strategically appointed partners with assigned roles.
<b>Previewing Text</b>	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.
<b>Prompts</b>	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."
<b>Question Cards</b>	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.
<b>Question Stems</b>	Incomplete sentences which students complete: Encourages deep thinking by using higher order "What if" questions.
<b>Realia</b>	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.
<b>Rubrics</b>	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.
<b>Sentence Frames</b>	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.
<b>Setting &amp; Reviewing Objectives</b>	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.
<b>Socratic Seminar</b>	<p>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.</p> <p>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."</p>
<b>Stories</b>	Stories relate complex and abstract material to situations more familiar with students: Recite stories to inspire and motivate learners.
<b>Student Work Exemplars</b>	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.
<b>Visual Scaffolds</b>	Pointing to call attention to an object; representational gestures (holding cued 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	<p>LITERACY BLOCK</p> <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• ELD</li> <li>• SPED</li> </ul> </li> </ul>	60 MINUTES	<p>LITERACY BLOCK</p> <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• ELD</li> <li>• SPED</li> </ul> </li> </ul>	70 MINUTES	<p>LITERACY BLOCK</p> <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• ELD</li> <li>• SPED</li> </ul> </li> </ul>
30 MINUTES	<p>MATH BLOCK</p> <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Lesson Objectives</li> <li>• Concept /Skill Development and Application                             <ul style="list-style-type: none"> <li>• Skill-Based Instruction</li> </ul> </li> </ul>	30 MINUTES	<p>MATH BLOCK</p> <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Lesson Objectives</li> <li>• Table time/Concept/Skill Development and Application</li> </ul>	30 MINUTES	<p>MATH BLOCK</p> <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Lesson Objectives</li> <li>• Concept /Skill Development and Application</li> <li>• Skill-Based Instruction</li> </ul>
30 MINUTES	<p>ORAL LANGUAGE BLOCK</p> <ul style="list-style-type: none"> <li>• PLAN</li> <li>• DO</li> <li>• REVIEW</li> </ul>	30 MINUTES	<p>ORAL LANGUAGE BLOCK</p> <ul style="list-style-type: none"> <li>• PLAN</li> <li>• DO</li> <li>• REVIEW</li> </ul>	30 MINUTES	<p>BRAIN BOOSTER CHOICES</p> <ul style="list-style-type: none"> <li>• PE/Playworks</li> <li>• Technology</li> <li>• Arts/BTS</li> <li>• Media</li> <li>• STEM</li> </ul>
30 MINUTES	<p>FLEX TIME</p> <ul style="list-style-type: none"> <li>• Recess</li> <li>• Extended Literacy, Numeracy or Oral Language Block</li> </ul>			30 MINUTES	<p>FLEX TIME</p> <ul style="list-style-type: none"> <li>• <b>Oral Language Block</b></li> <li>• Recess</li> </ul>

## 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	
135 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• SPED</li> </ul> </li> <li>• Content Integration</li> </ul>	135 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• SPED</li> </ul> </li> <li>• Content Integration</li> </ul>	120 MINUTES	LITERACY BLOCK* <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• SPED</li> </ul> </li> </ul>	125 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• SPED</li> </ul> </li> </ul>	135 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"> <li>• Get Ready to Read</li> <li>• Read and Comprehend</li> <li>• Language Arts</li> <li>• Skill-Based Instruction                             <ul style="list-style-type: none"> <li>• SPED</li> </ul> </li> <li>• Content Integration</li> </ul>
30	ELD <ul style="list-style-type: none"> <li>• Language Central</li> </ul>	30	ELD <ul style="list-style-type: none"> <li>• Language Central</li> </ul>	20	ELD <ul style="list-style-type: none"> <li>• Language Central</li> </ul>	30	ELD <ul style="list-style-type: none"> <li>• Language Central</li> </ul>	30	ELD <ul style="list-style-type: none"> <li>• Language Central</li> </ul>
75 MINUTES	MATH BLOCK <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Lesson Objectives</li> <li>• Concept /Skill Development and Application</li> <li>• Skill-Based Instruction</li> </ul>	75 MINUTES	MATH BLOCK <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Lesson Objectives</li> <li>• Concept /Skill Development and Application</li> <li>• Skill-based Instruction</li> </ul>	50 MINUTES	MATH BLOCK* <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Lesson Objectives</li> <li>• Concept /Skill Development and Application</li> <li>• Skill-Based Instruction</li> </ul> <i>*Compacted based on student need</i>	65 MINUTES	MATH BLOCK <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Practice</li> <li>• Lesson Objectives</li> <li>• Concept /Skill Development and Application</li> <li>• Skill-Based Instruction</li> </ul>	75 MINUTES	MATH BLOCK <ul style="list-style-type: none"> <li>• Review or Preteach</li> <li>• Vocabulary and Fluency Practice</li> <li>• Lesson Objectives</li> <li>• Concept /Skill Development and Application</li> <li>• Skill-Based Instruction</li> </ul>
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	ORAL LANGUAGE BLOCK <ul style="list-style-type: none"> <li>• Plan, Do, Review</li> </ul>			30	ORAL LANGUAGE BLOCK Plan, Do, Review	60	ORAL LANGUAGE BLOCK Plan, Do, Review	60	ORAL LANGUAGE BLOCK Plan, Do, Review
40-55 MINUTES	FLEX TIME <ul style="list-style-type: none"> <li>• <b>Science</b></li> <li>• <b>Social Studies</b></li> </ul>			120 MIN.	BRAIN BOOSTER CHOICES <ul style="list-style-type: none"> <li>• PE/Playworks</li> <li>• Technology</li> <li>• Arts/BTS</li> <li>• Media</li> <li>STEM</li> </ul>	60 MIN.	BRAIN BOOSTER CHOICES <ul style="list-style-type: none"> <li>• PE/Playworks</li> <li>• Technology</li> <li>• Arts/BTS</li> <li>• Media</li> <li>STEM</li> </ul>	40 MIN.	BRAIN BOOSTER CHOICES <ul style="list-style-type: none"> <li>• PE/Playworks</li> <li>• Technology</li> <li>• Arts/BTS</li> <li>• Media</li> <li>STEM</li> </ul>

1<sup>ST</sup>-5<sup>TH</sup> 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"><li>• Get Ready to Read</li><li>• Read and Comprehend</li><li>• Language Arts</li><li>• Skill-Based Instruction<ul style="list-style-type: none"><li>• ELD</li><li>• SPED</li></ul></li><li>• Content Integration</li></ul>	180 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"><li>• Get Ready to Read</li><li>• Read and Comprehend</li><li>• Language Arts</li><li>• Skill-Based Instruction<ul style="list-style-type: none"><li>• ELD</li><li>• SPED</li></ul></li><li>• Content Integration</li></ul>	150 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"><li>• Get Ready to Read</li><li>• Read and Comprehend</li><li>• Language Arts</li><li>• Skill-Based Instruction<ul style="list-style-type: none"><li>• ELD</li><li>• SPED</li></ul></li></ul>	135 MINUTES	LITERACY BLOCK* <ul style="list-style-type: none"><li>• Get Ready to Read</li><li>• Read and Comprehend</li><li>• Language Arts</li><li>• Skill-Based Instruction<ul style="list-style-type: none"><li>• ELD</li><li>• SPED</li></ul></li></ul> <i>*Compacted based on student need</i>	150 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"><li>• Get Ready to Read</li><li>• Read and Comprehend</li><li>• Language Arts</li><li>• Skill-Based Instruction<ul style="list-style-type: none"><li>• ELD</li><li>• SPED</li></ul></li></ul>	180 MINUTES	LITERACY BLOCK <ul style="list-style-type: none"><li>• Get Ready to Read</li><li>• Read and Comprehend</li><li>• Language Arts</li><li>• Skill-Based Instruction<ul style="list-style-type: none"><li>• ELD</li><li>• SPED</li></ul></li><li>• Content Integration</li></ul>
	90 MINUTES		MATH BLOCK <ul style="list-style-type: none"><li>• Review or Preteach</li><li>• Vocabulary and Fluency Practice</li><li>• Lesson Objectives</li><li>• Concept /Skill Development and Application</li><li>• Skill-Based Instruction</li></ul>		90 MINUTES		MATH BLOCK <ul style="list-style-type: none"><li>• Review or Preteach</li><li>• Vocabulary and Fluency Practice</li><li>• Lesson Objectives</li><li>• Concept /Skill Development and Application</li><li>• Skill-Based Instruction</li></ul>		90 MINUTES		MATH BLOCK <ul style="list-style-type: none"><li>• Review or Preteach</li><li>• Vocabulary and Fluency Practice</li><li>• Lesson Objectives</li><li>• Concept /Skill Development and Application</li><li>• Skill-based Instruction</li></ul>
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"><li>• <b>Science</b></li><li>• <b>Social Studies</b></li></ul>	70 MINUTES	FLEX TIME <ul style="list-style-type: none"><li>• <b>Science</b></li><li>• <b>Social Studies</b></li></ul>			120 MINUTES	BRAIN BOOSTER CHOICES <ul style="list-style-type: none"><li>• PE/Playworks</li><li>• Technology</li><li>• Arts/BTS</li><li>• Media</li><li>• STEM</li></ul>	60 MINUTES	BRAIN BOOSTER CHOICES <ul style="list-style-type: none"><li>• PE/Playworks</li><li>• Technology</li><li>• Arts/BTS</li><li>• Media</li><li>• STEM</li></ul>	40 MINUTES	BRAIN BOOSTER CHOICES <ul style="list-style-type: none"><li>• PE/Playworks</li><li>• Technology</li><li>• Arts/BTS</li><li>• Media</li><li>• STEM</li></ul>
							10 MIN	FLEX TIME <ul style="list-style-type: none"><li>• Content Integration</li></ul>	40 MIN	FLEX TIME <ul style="list-style-type: none"><li>• <b>Content Integration</b></li><li>• Science</li><li>• Social Studies</li></ul>	30 MIN

## 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 <b>AND</b> Resource Instruction for Reading/Writing
<p>When to provide Special Education Services <i>(Service minutes determined by IEP team based on student need)</i></p>	<p>During Reading Skill- Based Instruction (SBI) – (45 minutes)</p> <ul style="list-style-type: none"> <li>• The Special Education Teacher (and if needed, Special Education Paraeducator) will provide ELA Services during SBI time</li> <li>• Service minutes are determined by IEP team</li> <li>• Service minutes can be up to 45 minutes a day during SBI time</li> <li>• If the IEP team determines a student needs more service time for ELA, choose from the following options:  <u>1<sup>st</sup> option:</u> During Science and Social Studies   <u>2<sup>nd</sup> option:</u> During Content Integration (20-30 minutes)   <u>3<sup>rd</sup> option:</u> During Language Arts Block (35-45 minutes)</li> </ul>	<p><u>*1<sup>st</sup> option:</u> During Science and Social Studies</p> <p><u>2<sup>nd</sup> option:</u> During Content Integration (20-30 minutes)</p> <p><u>3<sup>rd</sup> 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>
<p>When to provide Special Education Services <i>(Special education service minutes determined by IEP team based on student need)</i></p>	<p>1<sup>st</sup> option: During Math Skill-Based Instruction (SBI) – (30-45 minutes)</p> <ul style="list-style-type: none"> <li>• The Special Education Teacher (and if needed, Special Education Para-educator) will provide Math Services during SBI time</li> <li>• Service minutes are determined by IEP team</li> <li>• Service minutes can be up to 45 minutes a day during SBI time</li> </ul> <p>2<sup>nd</sup> option: During Math Core Instruction in the General Education Classroom (45-60 minutes) push-in model</p> <p>3<sup>rd</sup> 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><u>*1<sup>st</sup> option:</u> During Science and Social Studies</p> <p><u>*2<sup>nd</sup> option:</u> During Content Integration (20-30 minutes)</p> <p>*All students need access to the Math Core Curriculum.</p>

# Elementary Assessment Calendar 2016-17

<b>AUGUST</b>	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
<b>SEPTEMBER</b>	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)
<b>OCTOBER</b>	Oct 3 - 28	AAPPL Testing - Dual Immersion Schools Only
<b>NOVEMBER</b>		
<b>DECEMBER</b>	Dec 7- 21	Reading Inventory/SRI - All Students Grades 4 and 5
<b>JANUARY</b>	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
<b>FEBRUARY</b>		
<b>MARCH</b>	Mar 21 - 31	Grade 5 Keyboarding Assessment (Data Due Apr 7 <sup>th</sup> )
<b>APRIL</b>	Apr. 17 - 26	Reading Inventory/SRI - Grades 4 and 5
	Apr 24 - Jun 2	SAGE Summative Testing - Grades 3 - 5
<b>MAY</b>	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)
<b>JUNE</b>	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 <sup>st</sup>	NA	March 13-17	May 8-12
2 <sup>nd</sup>	Nov. 7- Dec 2	Jan. 17-Feb 9	March 13-31
3 <sup>rd</sup>	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
4 <sup>th</sup>	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
5 <sup>th</sup>	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 <sup>st</sup>	November 11	February 24	April 28	June 6
2 <sup>nd</sup>	November 11	February 9	April 28	June 6
3 <sup>rd</sup>	November 11	February 3	April 14	June 6
4 <sup>th</sup>	November 11	February 3	April 21	June 6
5 <sup>th</sup>	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.

<b>Purpose</b>	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.
<b>Focus</b>	Assessing learning objectives and skills for immediate instructional adjustment
<b>Assessment Tools</b>	<ul style="list-style-type: none"><li>• Instructional Priorities</li><li>• Observations</li><li>• Paired discussions</li><li>• Quickwrites</li><li>• Whiteboard responses</li><li>• Exit tickets</li><li>• Student self-assessments</li><li>• Questioning</li><li>• Performance Tasks</li><li>• Progress monitoring</li></ul>
<b>Who Uses the Data</b>	<ul style="list-style-type: none"><li>• Teacher</li><li>• Students</li></ul>
<b>Frequency</b>	<ul style="list-style-type: none"><li>• Ongoing during instruction</li></ul>

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

**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 <sup>st</sup>	NA	March 13-17	May 8-12
2 <sup>nd</sup>	Nov. 7-Dec 2	Jan. 17-Feb 9	March 13-31
3 <sup>rd</sup>	Nov. 7-Dec2	Jan. 17-Feb 9	March 13-31
4 <sup>th</sup>	Nov. 7-Dec2	Jan. 17-Feb 9	March 13-31
5 <sup>th</sup>	Nov. 7-Dec2	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 <sup>st</sup>	November 11	February 24	April 28	June 6
2 <sup>nd</sup>	November 11	February 9	April 28	June 6
3 <sup>rd</sup>	November 11	February 3	April 14	June 6
4 <sup>th</sup>	November 11	February 3	April 21	June 6
5 <sup>th</sup>	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

6/09/16

# 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

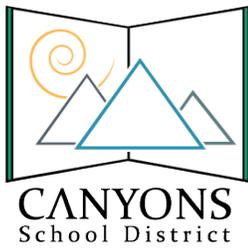
**What is progress monitoring?** Progress monitoring is “a scientifically based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction.” (National Center on Student Progress Monitoring, 2016). Progress monitoring involves frequent measurement of student 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 21<sup>st</sup> century skills, drawing from the National Assessment of Educational Progress (NAEP) Frameworks in Reading and Writing and the Trends in International and Science Study (TIMSS) 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 M<sup>2</sup>: Mentoring Young Mathematicians* and *Math M<sup>3</sup>: 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 2<sup>nd</sup> 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)

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

## Student Profile

<b>Program Entrance Date:</b>		<b>Qualification Testing Date:</b>			
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 <sup>th</sup> – 5 <sup>th</sup> )	
Fall		Fall		Fall	
Winter		Winter		Winter	
Spring		Spring		Spring	

## SALTA Programming

### Depth, Complexity, Higher Order Thinking Skills, Creativity

<b>English Language Arts</b> CORE: -Reading Street <b>EXTEND:</b> -Reading Street w/Research & Inquiry Skills (R&I Skills) -Project-Based Learning (PBL) -Extended Learning Opportunities (ExLO) <b>SUPPLEMENTAL:</b> -Jr. Great Books						<b>Math</b> CORE: -enVision w/Math Investigations <b>EXTEND:</b> -Math Exemplars -Extending the Challenge (A & B), Sheffield (ExCh) -Extended Learning Opportunities (ExLO) -Project-Based Learning (PBL) <b>SUPPLEMENTAL:</b> -Math M <sup>2</sup> & M <sup>3</sup> -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).								
<b>Extend</b>			<b>Extend</b>					
<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		
<b>Supplemental</b>			<b>Supplemental</b>					
<input type="checkbox"/> Jr. Great Books			<input type="checkbox"/> Math M <sup>2</sup> or M <sup>3</sup>		<input type="checkbox"/> High-Ability Learners Unit			

### Student SMART Goals

<u>Specific</u> <u>Measurable</u> <u>Attainable</u> <u>Results-oriented &amp; Relevant</u> <u>Time-bound</u>
Initial Conference Date:
<b><u>ENGLISH LANGUAGE ARTS</u></b>
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

<u>Specific</u> <u>Measurable</u> <u>Attainable</u> <u>Results-oriented &amp; Relevant</u> <u>Time-bound</u>
Initial Conference Date:
<b><u>MATH</u></b>
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

<u>Specific</u> <u>Measureable</u> <u>Attainable</u> <u>Results-oriented &amp; Relevant</u> <u>Time-bound</u>
Initial Conference Date:
<b>OTHER</b> 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> 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:

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

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"> <li>Used in both writing and speaking</li> <li>Different from social conversations</li> <li>A register of language for specific purposes (text message vs essay)</li> <li>Much broader than a focus on “correct” usage</li> <li>Built around meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Just written</li> <li>Just formal language</li> <li>Just words or specialized vocabulary</li> <li>Just the use of standard (“correct”) forms</li> <li>Just linguistic forms without meaning or purpose</li> </ul>

What makes language sound academic?		
Everyday Language	VS	Academic Language
Casual language spoken with or to <b>peers</b> or adults with whom you feel <b>close</b> <i>“You guys get it?”</i>		Spoken with or by <b>teachers, principals, authority figures</b> <i>“Do you understand what the text is saying?”</i>
More <b>informal</b> with <b>simple</b> grammatical structures <i>I thought the author did a great job making the characters real to me.</i>		More <b>formal</b> with <b>complex</b> grammatical structures <i>The author skillfully captured the essence of each character through vivid descriptions.</i>
<b>Shorter</b> and <b>incomplete</b> sentences <i>“Thanks!”</i>		<b>Longer</b> and <b>complete</b> sentences <i>“I appreciate your help with this.”</i>
<b>Repetition</b> of words <i>“And then...and then...and then”</i>		<b>Variety</b> of words <i>“First...then...finally...consequently”</i>
<b>Less</b> sophisticated vocabulary <i>This shows It’s about</i>		<b>More</b> sophisticated vocabulary <i>Your response demonstrates, illustrates, portrays It concerns, It’s in regards to</i>
Sentences start with <b>conjunctions</b> such as ‘and’, ‘but’ and ‘because’		Sentences start with <b>transitions</b> such as ‘however’ and ‘in addition to’
Actions through <b>verbs</b> <i>solve, fail, discover “Solve the problem.”</i>		Actions turned into <b>nouns</b> to build concepts <i>solution, failure, discovery “Find a solution to the problem.”</i>
<b>Active</b> voice more common <i>John purchased five books.</i>		<b>Passive</b> voice more common. <i>Five books were purchased by John.</i>
<b>Shorter</b> noun <b>phrases</b> <i>The dog</i>		<b>Longer</b> noun <b>phrases</b> <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>

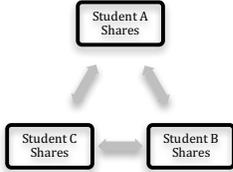
## Structures to Support Academic Language

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

Teacher Responsibilities	Examples
<b>Improve Academic Discussion and Discourse</b>	<p>Student Alternatives to “I don’t know,” “What,” or “Huh?”</p> <ul style="list-style-type: none"> <li>• May I please have more information?</li> <li>• May I have some more time to think?</li> <li>• Would you please repeat the question?</li> <li>• Where can I find information?</li> <li>• May I ask a friend for help?</li> </ul>
<b>Use prompts and questioning to maximize participation and elaboration.</b> (Asking meaningful, challenging, and open-ended questions)	<p>Teacher prompts to increase elaboration</p> <ul style="list-style-type: none"> <li>• Tell us more.</li> <li>• Would you like to ask me a question?</li> <li>• Would you say that again?</li> <li>• Give us another example to help us understand.</li> <li>• I’d like to hear what others are thinking about Joe’s comment.</li> <li>• Take your time. I can see you have more to say about this.</li> <li>• Where can we find that information you just brought up?</li> </ul> <p>Fisher &amp; Frey, Educational Leadership, Speaking Volumes, November 2014, Volume 72 pages 18-23</p>

## 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"> <li>• Fill in the blank</li> <li>• Quiz</li> <li>• Calculate, compute</li> <li>• Oral reading fluency</li> <li>• Decoding words</li> <li>• Write complete sentences</li> <li>• Document with highlighting/ citing/ annotating sources</li> <li>• Locate and recall quotes</li> <li>• Recite math facts, poems etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a list of key words about . . .</li> <li>• Memorize lines</li> <li>• Complete basic calculation tasks (e.g., add, subtract, divide, multiply)</li> <li>• Complete measurement tasks using rulers or thermometers</li> <li>• Read for fact/details or plot</li> <li>• Locate or retrieve information in verbatim form to answer a question</li> </ul>
Potential Questions	
Can you recall _____?	Can you select _____?
When did _____ happen?	How would you write _____?
Who was _____?	What might you include on a list about _____?
How can you recognize _____?	Who discovered _____?
What is _____?	What is the formula for _____?
How can you find the meaning of _____?	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"> <li>• Timeline</li> <li>• Number line</li> <li>• Graphic organizer</li> <li>• Science logs</li> <li>• Concept Maps</li> <li>• Captioned Story Board</li> <li>• Use a Venn Diagram that shows how two topics from the same source are the same and different</li> </ul>	<ul style="list-style-type: none"> <li>• Write a summary</li> <li>• Explain a series of steps used to find a solution</li> <li>• Sequence of events using a graphic organizer</li> <li>• Explain the meaning of a concept using words, objects and/or visuals</li> <li>• Complex calculations involving decision points</li> <li>• Conduct, collect, and organize data</li> </ul>
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 ___?

## Webb's Depth of Knowledge (DOK)

DOK Level 3: Strategic Thinking and Reasoning	
<p>Stating reasons and providing relevant supporting evidence are key markers of DOK 3 tasks. The expectation established for tasks at his 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 <b>one</b> text, <b>one</b> data set, <b>one</b> investigation, or <b>one</b> key source.</p>	
Teacher Roles	Student Role
<p>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.</p>	<p>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.</p>
Possible Tasks and Products:	
<ul style="list-style-type: none"> <li>• Complex graph</li> <li>• Analyze survey results</li> <li>• Multiple paragraph essay or short story</li> <li>• Fact-based argument</li> <li>• Chart and draw conclusions about data sets</li> <li>• Investigation</li> <li>• Drawing conclusions from text or data sets</li> <li>• Generalize from a set of evidence or data</li> <li>• Justification of the solution to a problem</li> <li>• Debate from a given perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Design a questionnaire to gather information</li> <li>• Survey classmates/industry members to find out what they think about a particular topics</li> <li>• Make a flow chart to show the critical stages.</li> <li>• Participate in a discussion that represents different viewpoints</li> <li>• Write a opinion essay</li> <li>• Convince others with evidence</li> <li>• Solve non-routine problems</li> <li>• Interpret information from a complex graph</li> </ul>
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>

## Webb's Depth of Knowledge (DOK)

DOK Level 4: Extended Thinking	
<p>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 <b>multiple</b> texts, <b>multiple</b> data sets, <b>multiple</b> investigations, or <b>multiple</b> key sources.</p>	
Teacher Roles	Student Role
<p>Questions extend thinking and broaden perspectives; facilitates teaming, collaboration and self-evaluation of students.</p>	<p>Designs, takes risks, researches synthesizing multiple sources, collaborates, plans, organizes, modifies, creates concrete tangible products.</p>
Possible Tasks and Products:	
<ul style="list-style-type: none"> <li>• Presentation—using diverse media formats</li> <li>• Research report synthesizing multiple sources</li> <li>• Essay (informational, narrative or opinion) using multiple sources</li> <li>• Multiple data sources synthesized to develop original graphs</li> <li>• Assessment based on application of the content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Applying information from more than one discipline to solve non-routine problems in novel or real-world situations.</li> <li>• Tasks that require making multiple strategic and procedural decisions as new information is processed</li> <li>• Tasks that require multiple roles and collaboration with others. (peer revision, editing of a script)</li> <li>• Tasks that draw evidence from multiple sources to support solutions/conclusions</li> </ul>
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>

**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)**

<b>Level 1 Recall</b>	<b>Level 2 Skills/Concepts</b>	<b>Level 3 Strategic Thinking</b>	<b>Level 4 Extended Thinking</b>
<ul style="list-style-type: none"> <li>a. Recall, observe, or recognize a fact, definition, term, or property</li> <li>b. Apply/compute a well-known algorithm (e.g., sum, quotient)</li> <li>c. Apply a formula</li> <li>d. Determine the area or perimeter of rectangles or triangles given a drawing and labels</li> <li>e. Identify a plane or three dimensional figure</li> <li>f. Measure</li> <li>g. Perform a specified or routine procedure (e.g., apply rules for rounding)</li> <li>h. Evaluate an expression</li> <li>i. Solve a one-step word problem</li> <li>j. Retrieve information from a table or graph</li> <li>k. Recall, identify, or make conversions between and among representations or numbers (fractions, decimals, and percents), or within and between customary and metric measures</li> <li>l. Locate numbers on a number line, or points on a coordinate grid</li> <li>m. Solve linear equations</li> <li>n. Represent math relationships in words, pictures, or symbols</li> <li>o. Read, write, and compare decimals in scientific notation</li> </ul>	<ul style="list-style-type: none"> <li>a. Classify plane and three dimensional figures</li> <li>b. Interpret information from a simple graph</li> <li>c. Use models to represent mathematical concepts</li> <li>d. <b>Solve a routine problem</b> requiring multiple steps/decision points, or the application of multiple concepts</li> <li>e. Compare and/or contrast figures or statements</li> <li>f. Construct 2-dimensional patterns for 3-dimensional models, such as cylinders and cones</li> <li>g. Provide justifications for steps in a solution process</li> <li>h. Extend a pattern</li> <li>i. Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps</li> <li>j. Translate between tables, graphs, words and symbolic notation</li> <li>k. Make direct translations between problem situations and symbolic notation</li> <li>l. Select a procedure according to criteria and perform it</li> <li>m. Specify and explain relationships between facts, terms, properties, or operations</li> <li>n. Compare, classify, organize, estimate, or order data</li> </ul>	<ul style="list-style-type: none"> <li>a) Interpret information from a complex graph</li> <li>b) Explain thinking when more than one response is possible</li> <li>c) Make and/or justify conjectures</li> <li>d) Use evidence to develop logical arguments for a concept</li> <li>e) Use concepts to solve non-routine problems</li> <li>f) Perform procedure with multiple steps and multiple decision points</li> <li>g) Generalize a pattern</li> <li>h) Describe, compare, and contrast solution methods</li> <li>i) Formulate a mathematical model for a complex situation</li> <li>j) Provide mathematical justifications</li> <li>k) Solve a multiple- step problem and provide support with a mathematical explanation that justifies the answer</li> <li>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</li> <li>m) Translate between a problem situation and symbolic notation that is not a direct translation</li> <li>n) Formulate an original problem, given a situation</li> <li>o) Analyze the similarities and differences between procedures</li> <li>p) Draw conclusion from observations or data, citing evidence</li> </ul>	<ul style="list-style-type: none"> <li>a) Relate mathematical concepts to other content areas</li> <li>b) Relate mathematical concepts to real-world applications in new situations</li> <li>c) Apply a mathematical model to illuminate a problem, situation</li> <li>d) Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> <li>e) Design a mathematical model to inform and solve a practical or abstract situation</li> <li>f) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations</li> <li>g) Apply one approach among many to solve problems</li> <li>h) Apply understanding in a novel way, providing an argument/justification for the application</li> </ul> <p><i>NOTE: Level 4 involves such things as complex restructuring of data or establishing and evaluating criteria to solve problems.</i></p>

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

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

2 August 2004 Compiled by Karin Hess, National Center for Assessment, Dover, NH  
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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](http://www.nciea.org))**

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

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

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

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

<b>Revised Bloom's Taxonomy</b>	<b>Webb's DOK Level 1 Recall &amp; Reproduction</b>	<b>Webb's DOK Level 2 Skills &amp; Concepts</b>	<b>Webb's DOK Level 3 Strategic Thinking/ Reasoning</b>	<b>Webb's DOK Level 4 Extended Thinking</b>
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>○ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>○ Read words orally in connected text with fluency &amp; accuracy</li> <li>○ Define terms</li> </ul>			
<b>Understand</b> 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"> <li>○ Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>○ Select appropriate words when intended meaning/definition is clearly evident</li> <li>○ Describe/explain who, what, where, when, or how</li> </ul>	<ul style="list-style-type: none"> <li>○ Specify, explain, show relationships; explain why, cause-effect</li> <li>○ Give non-examples/examples</li> <li>○ Summarize results, concepts, ideas</li> <li>○ Make basic inferences or logical predictions from data or texts</li> <li>○ Identify main ideas or accurate generalizations of texts</li> <li>○ Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>○ Identify/ make inferences about explicit or implicit themes</li> <li>○ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>○ Explain how concepts or ideas specifically relate to <i>other</i> content domains or concepts</li> <li>○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply</b> 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"> <li>○ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>○ Use context to identify the meaning of words/phrases</li> <li>○ Obtain and interpret information using text features</li> </ul>	<ul style="list-style-type: none"> <li>○ Apply a concept in a new context</li> </ul>	<ul style="list-style-type: none"> <li>○ Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> </ul>
<b>Analyze</b> 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"> <li>○ 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)</li> </ul>	<ul style="list-style-type: none"> <li>○ Categorize/compare literary elements, terms, facts, details, events</li> <li>○ Identify use of literary devices</li> <li>○ Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>○ Distinguish: relevant-irrelevant information; fact/opinion</li> <li>○ Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyze information within data sets or texts</li> <li>○ Analyze interrelationships among concepts, issues, problems</li> <li>○ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to critique a text</li> <li>○ Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>○ Analyze complex/abstract themes, perspectives, concepts</li> <li>○ Gather, analyze, and organize multiple information sources</li> <li>○ Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>○ Cite evidence and develop a logical argument for conjectures</li> <li>○ Describe, compare, and contrast solution methods</li> <li>○ Verify reasonableness of results</li> <li>○ Critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>○ Draw &amp; justify conclusions</li> <li>○ Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce		<ul style="list-style-type: none"> <li>○ Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>○ Synthesize information within one source or text</li> <li>○ Develop a complex model for a given situation</li> <li>○ Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>○ Synthesize information across multiple sources or texts</li> <li>○ Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>

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

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

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

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



# 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
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>I can... find or recall facts, details, and definitions in a text or on a website.</li> <li>I can... recall math facts.</li> </ul>			
<b>Understand</b> 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"> <li>I can... explain who, what, where, when, or how after reading, listening to, or viewing.</li> <li>I can show relationships using numbers, symbols, and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>I can ... summarize the sequence of events or state the main idea.</li> <li>I can... provide examples and non-examples to show I understand a concept.</li> <li>I can... show how two ideas connect.</li> <li>I can...specify and explain relationships.</li> </ul>	<ul style="list-style-type: none"> <li>I can ...identify the lesson learned or theme and use evidence from the text to support my interpretation.</li> <li>I can... solve a problem one way and explain my reasoning using another strategy.</li> <li>I can...develop a presentation for a specific purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>I can... use examples to explain how ideas in one text specifically connect to another text.</li> <li>I can... write a report using more than one resource or more than one concept.</li> </ul>
<b>Apply</b> 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"> <li>I can... apply spelling rules to edit my work.</li> <li>I can...calculate, measure, or follow a rule – like rounding a number or finding the average.</li> <li>I can... solve an equation.</li> </ul>	<ul style="list-style-type: none"> <li>I can...locate and use data in a table or graph to solve a word problem.</li> <li>I can... use the clues in a text to figure out what a new word means.</li> <li>I can... use captions and graphics to find more information.</li> </ul>	<ul style="list-style-type: none"> <li>I can...plan how I would collect and analyze data to answer a question.</li> <li>I can...revise the words and visuals in an advertisement for a new audience.</li> </ul>	<ul style="list-style-type: none"> <li>I can...identify a real-world problem, and plan and conduct an investigation to show how the problem could be solved.</li> <li>I can... use what I learned to find other solutions.</li> </ul>
<b>Analyze</b> 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"> <li>I can ... find and record data from a weather map.</li> <li>I can... identify a pattern or trend.</li> <li>I can... list the best key words to use for an Internet search.</li> </ul>	<ul style="list-style-type: none"> <li>I can ... compare and contrast weather data from two regions or two states.</li> <li>I can ... compare two characters in a story.</li> <li>I can... sort objects by different features.</li> <li>I can...extend a pattern.</li> <li>I can...interpret a simple graph or visual.</li> </ul>	<ul style="list-style-type: none"> <li>I can...figure out if there is conflicting or confusing information in one text and explain my reasoning.</li> <li>I can...interpret a political cartoon and use factual information to support my reasoning.</li> <li>I can...generalize a pattern.</li> </ul>	<ul style="list-style-type: none"> <li>I can ... compare styles or themes in two books by the same author.</li> <li>I can...gather and analyze information from many sources to find the best evidence to support an opinion.</li> <li>I can... break down opposing claims or arguments.</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> <li>I can...complain that the weather is not good for skiing.</li> <li>I can...state that I like or don't like something and not back up my opinion.</li> <li>I can...state a claim that something is true or not true without giving any justification.</li> </ul>		<ul style="list-style-type: none"> <li>I can ...explain why I'm planning my ski vacation in Utah, using evidence from historical weather patterns.</li> <li>I can... find possible flaws in an experiment or a solution.</li> </ul>	<ul style="list-style-type: none"> <li>I can... use historical weather data from multiple places to choose the best location for my next ski vacation.</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures/ or schemas, generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> <li>I can...brainstorm what I know - ideas, concepts, or perspectives on a topic</li> </ul>	<ul style="list-style-type: none"> <li>I can ... use facts, observations, and what I know to make a prediction or state an hypothesis.</li> <li>I can... tell you WHY a claim or opinion might be believable.</li> </ul>	<ul style="list-style-type: none"> <li>I can ... re-present an author's idea in my own way.</li> <li>I can ... develop a model or a media message that shows a stated perspective or a new solution.</li> <li>I can...justify a claim with hard evidence.</li> </ul>	<ul style="list-style-type: none"> <li>I can...write a sequel to a story, with a logical story line for the main character</li> <li>I can...use historical facts to develop believable historical fiction.</li> <li>I can...use historical weather data from multiple sources to choose the best location for my next ski vacation.</li> </ul>



## The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

**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); Kramersch (2003); Diaz-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"> <li>Match oral language to classroom and everyday objects</li> <li>Point to stated pictures in context</li> <li>Respond non-verbally to oral commands or statements (e.g., through physical movement)</li> <li>Find familiar people and places named orally</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures or objects according to oral instructions</li> <li>Match pictures, objects or movements to oral descriptions</li> <li>Follow one-step oral directions (e.g., “stand up”; “sit down”)</li> <li>Identify simple patterns described orally</li> <li>Respond with gestures to songs, chants, or stories modeled by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Follow two-step oral directions, one step at a time</li> <li>Draw pictures in response to oral instructions</li> <li>Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</li> <li>Act out songs and stories using gestures</li> </ul>	<ul style="list-style-type: none"> <li>Find pictures that match oral descriptions</li> <li>Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)</li> <li>Distinguish between what happens first and next in oral activities or readings</li> <li>Role play in response to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Order pictures of events according to sequential language</li> <li>Arrange objects or pictures according to descriptive oral discourse</li> <li>Identify pictures/realia associated with grade-level academic concepts from oral descriptions</li> <li>Make patterns from real objects or pictures based on detailed oral descriptions</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Identify people or objects in illustrated short stories</li> <li>Repeat words, simple phrases</li> <li>Answer yes/no questions about personal information</li> <li>Name classroom and everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>Restate some facts from illustrated short stories</li> <li>Describe pictures, classroom objects or familiar people using simple phrases</li> <li>Answer questions with one or two words (e.g., “Where is Sonia?”)</li> <li>Complete phrases in rhymes, songs, and chants</li> </ul>	<ul style="list-style-type: none"> <li>Retell short narrative stories through pictures</li> <li>Repeat sentences from rhymes and patterned stories</li> <li>Make predictions (e.g. “What will happen next?”)</li> <li>Answer explicit questions from stories read aloud (e.g., who, what, or where)</li> </ul>	<ul style="list-style-type: none"> <li>Retell narrative stories through pictures with emerging detail</li> <li>Sing repetitive songs and chants independently</li> <li>Compare attributes of real objects (e.g., size, shape, color)</li> <li>Indicate spatial relations of real-life objects using phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Tell original stories with emerging detail</li> <li>Explain situations (e.g., involving feelings)</li> <li>Offer personal opinions</li> <li>Express likes, dislikes, or preferences with reasons</li> </ul>	

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

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

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

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

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

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## 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:

<b>6 Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5 Bridging</b>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
<b>4 Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>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</li> </ul>
<b>3 Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>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</li> </ul>
<b>2 Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>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</li> </ul>
<b>1 Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>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</li> <li>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</li> </ul>

# 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



**2nd**

Grade



**CANYONS**  
School District

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# 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)

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

## 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

<p><b>Explicit Instruction</b> I Do - We Do - Y'all Do - You Do Model - Guide Practice – Partner - Independent</p>			
<p><b>Systematic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focused on critical content</li> <li><input type="checkbox"/> Skills, strategies, and concepts are sequenced logically</li> <li><input type="checkbox"/> Break down complex skills</li> <li><input type="checkbox"/> Lessons are organized and focused</li> <li><input type="checkbox"/> Instructional routines are used</li> <li><input type="checkbox"/> Examples and non-examples</li> <li><input type="checkbox"/> Step-by-step demonstrations</li> </ul>	<p><b>Relentless</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate initial practice NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers.</li> <li><input type="checkbox"/> Distributed practice--frequent exposure to content/skill over time</li> <li><input type="checkbox"/> Cumulative review</li> <li><input type="checkbox"/> Teach to mastery</li> </ul>	<p><b>Engaging</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increasing Opportunities to Respond</li> <li><input type="checkbox"/> Explicit Vocabulary Instruction</li> <li><input type="checkbox"/> Feedback</li> <li><input type="checkbox"/> Instructional Grouping</li> <li><input type="checkbox"/> Acquire – Auto – Apply</li> <li><input type="checkbox"/> Classroom PBIS</li> </ul>	
<p><b>Increasing Opportunities to Respond</b> <i>Saying, Writing, Doing</i></p>		<p><b>Explicit Vocabulary Instruction</b></p>	
<p><b>Group Reading Strategies for Student Engagement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Model:</b> All students track as the teacher reads the passage. Teacher emphasizes reading in phrases with expression. <i>“My turn to model. Everyone tracking.”</i> - Choose this strategy when text contains dialogue, advanced punctuation or other content that makes it more difficult for students.</li> <li><input type="checkbox"/> <b>Echo Reading:</b> 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. <i>“My turn. Echo read. Everyone tracking.” (Model) “Tracking back. Your turn, read.”</i></li> <li><input type="checkbox"/> <b>Choral:</b> Students and teacher read together aloud as all students are tracking. This should be only on short sentences and title. Teacher sets pace. <i>“Everyone...choral read.”</i> - Choose this strategy with text that all students can read.</li> <li><input type="checkbox"/> <b>Cloze:</b> Teacher reads and pauses at a word (focused vocabulary words) and students read the word. Continue for a paragraph or so. <i>“My turn. Everyone tracking. Cloze read....”</i></li> <li><input type="checkbox"/> <b>Partner:</b> <i>Partner A</i> reads a sentence and <i>Partner B</i> reads a sentence. Students must track as their partners read.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Introduce the word</b> <ul style="list-style-type: none"> <li>• Teacher says the word</li> <li>• All students repeat the word</li> <li>• Teacher gives a child-friendly definition</li> <li>• All students repeat the definition (with teacher guidance)</li> <li>• Repeat above steps as necessary</li> </ul> </li> <li><input type="checkbox"/> <b>Demonstrate</b> <ul style="list-style-type: none"> <li>• Provide an example</li> <li>• Provide a non-example</li> <li>• Repeat above steps as necessary</li> </ul> </li> <li><input type="checkbox"/> <b>Apply</b> <ul style="list-style-type: none"> <li>• Students turn to a partner and use the word in a sentence</li> <li>• Teacher shares a sentence using the word</li> </ul> </li> </ul>	
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Corrective and Affirmative</li> <li><input type="checkbox"/> Timely and Frequent</li> <li><input type="checkbox"/> Specific and Reinforcing</li> </ul>	<p><b>Instructional Grouping</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole group, Small groups, Partners</li> <li><input type="checkbox"/> Fluid and flexible</li> <li><input type="checkbox"/> Skill-Based Small Group Instruction</li> </ul>	<p><b>Acquire – Auto – Apply</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn (acquire) the skill</li> <li><input type="checkbox"/> Build the skill to automaticity</li> <li><input type="checkbox"/> Apply the skill</li> </ul>	<p><b>Classroom PBIS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forming clear behavior expectations</li> <li><input type="checkbox"/> Explicitly teaching expectations to students</li> <li><input type="checkbox"/> Reinforcing expectations with students</li> <li><input type="checkbox"/> Correcting of problem behaviors in a systematic manner</li> </ul>

## Intensified Systematic Vocabulary Instruction Routine for Building Academic Language

<b>Acquisition DOK 1</b>	<p><b>Introduction Phase</b></p> <ol style="list-style-type: none"> <li>1. Teacher writes/says the word.</li> <li>2. Students repeat the word.</li> <li>3. Multisyllabic breakdown</li>   <li>4. Teacher gives a student friendly definition, incorporating synonyms as appropriate.</li> <li>5. Students restate definition with teacher guidance.</li>   <li>6. Teacher identifies any prefixes, suffixes, base/root words, origin.</li> </ol>	<p><b>Teacher/Student Responsibilities</b></p> <p>T: The word is survive. What word?  S: Survive.  T: Let’s clap/tap “survive” into syllables.  T &amp; 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 &amp; S: So when people or animals don’t <b>die</b> when things are really <b>bad</b> or dangerous, they <b>survive</b>.    T: The prefix “sur” means over, above or more. The suffix “vive” means to live.</p>
<b>Building Automaticity DOK 2</b>	<p><b>Demonstration Phase</b></p> <ol style="list-style-type: none"> <li>7. Illustrate with examples/non-examples <ol style="list-style-type: none"> <li>a) Concrete examples (<i>realia</i>)</li> <li>b) Visual representations—video, pictures, diagrams, etc.</li> <li>c) Physical gesture</li> <li>d) Verbal Examples</li> </ol> </li> <li>8. Sentence Frames (ex. If I had to survive cold weather, I would need _____).</li>   <li>9. Check for students’ understanding by discerning between examples and non-examples (repeat as necessary)</li> </ol>	<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 <i>wear a 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.  S1: The cranes wouldn’t survive because they need food.  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.  S2: The crane would survive because it has plenty of food and it needs food to survive.</p>
<b>Application DOK 3</b>	<p><b>Application Phase</b></p> <ol style="list-style-type: none"> <li>10. Deepen students’ understanding by applying the word in a new context <ol style="list-style-type: none"> <li>a) Teacher asks a deep processing question</li> <li>b) Students responds via a quick write and/or orally with a partner or in a small group or whole group setting.</li> </ol> </li> </ol>	<p>T: If a coyote was chasing a rabbit, what could the rabbit do to survive.  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

## 2<sup>nd</sup> Grade

### ELA Standards Not Explicitly Represented in the Curriculum Map

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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.

**Language Standard 2.e:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

**Reading Informational Text Standard 4:** Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.

**Language Standard 4.c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**Language Standard 4.e:** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**Language Standard 5.a:** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

- *These six 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:** 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 Informational Text Standard 10:** By the end of the 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.

- *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.*

#### **Language Standard 3: Compare formal and informal uses of English**

- *This standard is one that will be best taught when students are working on writing and speaking activities for different tasks, purpose and audiences. Students need a basic understanding of when they would engage in using formal and informal English.*

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

# Reading Standards for Informational Text K–5

[RI]

Kindergartners:	Grade 1 Students:	Grade 2 Students:
<b>KEY IDEAS AND DETAILS</b>		
<ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask and answer questions about key details in a text.</li> <li>2. Identify the main topic and retell key details of a text.</li> <li>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ol>
<b>CRAFT AND STRUCTURE</b>		
<ol style="list-style-type: none"> <li>4. With prompting and support, ask and answer questions about unknown words in a text.</li> <li>5. Identify the front cover, back cover, and title page of a book.</li> <li>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> </ol>	<ol style="list-style-type: none"> <li>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>5. 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.</li> <li>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ol>	<ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</li> <li>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ol>
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</li> <li>8. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol>	<ol style="list-style-type: none"> <li>7. Use the illustrations and details in a text to describe its key ideas.</li> <li>8. Identify the reasons an author gives to support points in a text.</li> <li>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li> </ol>	<ol style="list-style-type: none"> <li>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>8. Describe how reasons support specific points the author makes in a text.</li> <li>9. Compare and contrast the most important points presented by two texts on the same topic.</li> </ol>
<b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b>		
<ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol>	<ol style="list-style-type: none"> <li>10. With prompting and support, read informational texts appropriately complex for grade 1.</li> </ol>	<ol style="list-style-type: none"> <li>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ol>

# 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

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

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

### PHONOLOGICAL AWARENESS

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Recognize and produce rhyming words.
  - b. Count, pronounce, blend, and segment syllables in spoken words.
  - c. Blend and segment onsets and rimes of single-syllable spoken words.
  - d. 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.

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

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

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:
<b>TEXT TYPES AND PURPOSES</b>		
<ol style="list-style-type: none"> <li>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>).</li> <li>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.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>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.</li> </ol>
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>		
<ol style="list-style-type: none"> <li>(Begins in grade 3)</li> <li>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ol>	<ol style="list-style-type: none"> <li>(Begins in grade 3)</li> <li>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.</li> <li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ol>	<ol style="list-style-type: none"> <li>(Begins in grade 3)</li> <li>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ol>
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>		
<ol style="list-style-type: none"> <li>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</li> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>(Begins in grade 4)</li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> <li>(Begins in grade 4)</li> </ol>	<ol style="list-style-type: none"> <li>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).</li> <li>Recall information from experiences or gather information from provided sources to answer a question.</li> <li>(Begins in grade 4)</li> </ol>
<b>RANGE OF WRITING</b>		
<ol style="list-style-type: none"> <li>(Begins in grade 3)</li> </ol>	<ol style="list-style-type: none"> <li>(Begins in grade 3)</li> </ol>	<ol style="list-style-type: none"> <li>(Begins in grade 3)</li> </ol>

# 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:
<b>COMPREHENSION AND COLLABORATION</b>		
<ol style="list-style-type: none"> <li>1. 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"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol> </li> <li>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</li> <li>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ol>	<ol style="list-style-type: none"> <li>1. 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"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol> </li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ol>	<ol style="list-style-type: none"> <li>1. 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"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> </li> <li>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>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.</li> </ol>
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>		
<ol style="list-style-type: none"> <li>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ol>	<ol style="list-style-type: none"> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.)</li> </ol>	<ol style="list-style-type: none"> <li>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>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.</li> <li>6. 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.)</li> </ol>

# Language Standards K–5



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:	Grade 1 Students:	Grade 2 Students:
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>a. With guidance and support, identify and write many upper- and lowercase letters, including those in the student’s name.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol> </li>   <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>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).</li> <li>b. Produce grade-appropriate text using legible writing.</li> <li>c. Use common, proper, and possessive nouns.</li> <li>d. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>e. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>f. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>g. Use frequently occurring adjectives.</li> <li>h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>i. Use determiners (e.g., <i>articles, demonstratives</i>).</li> <li>j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol> </li>   <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ol style="list-style-type: none"> <li>a. Fluently, independently, and legibly write all upper- and lowercase letters.</li> <li>b. Produce grade-appropriate text using legible writing.</li> <li>c. Understand that cursive is different from manuscript.</li> <li>d. Use collective nouns (e.g., <i>group</i>).</li> <li>e. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>f. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>g. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>h. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>i. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol> </li>   <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol> </li> </ol>

Kindergartners:	Grade 1 Students:	Grade 2 Students:
<b>KNOWLEDGE OF LANGUAGE</b>		
<p>3. (Begins in grade 2)</p>	<p>3. (Begins in grade 2)</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
<b>VOCABULARY ACQUISITION AND USE</b>		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>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>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. 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>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 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>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

## Kindergartners:

## Grade 1 Students:

## Grade 2 Students:

### VOCABULARY ACQUISITION AND USE (CONTINUED)

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

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

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

1<sup>st</sup> 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.

2<sup>nd</sup> 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.

3<sup>rd</sup> 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.*

4<sup>th</sup> 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.

5<sup>th</sup> 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: <b>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.</b>
1 <sup>st</sup> Grade: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
2 <sup>nd</sup> Grade: <b>Recount or describe key ideas</b> or details from a text read aloud or information presented orally or through other media.
3 <sup>rd</sup> Grade: <b>Determine the main ideas and supporting details</b> of a text read aloud or information presented in diverse media and formats, <b>including visually, quantitatively, and orally.</b>
4 <sup>th</sup> Grade: <b>Paraphrase portions of a text read aloud</b> or information presented in diverse media and formats, including visually, quantitatively, and orally.
5 <sup>th</sup> Grade: <b>Summarize a written text</b> 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 <b>in order to seek help, get information, or clarify something that is not understood.</b>
1 <sup>st</sup> Grade: Ask and answer questions <b>about what a speaker says in order to gather additional</b> information or clarify something that is not understood.
2 <sup>nd</sup> Grade: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or <b>deepen understanding of a topic or issue.</b>
3 <sup>rd</sup> Grade: Ask and answer questions about <b>information</b> from a speaker, <b>offering appropriate elaboration and detail.</b>
4 <sup>th</sup> Grade: <b>Identify the reasons and evidence a speaker provides to support particular points.</b>
5 <sup>th</sup> Grade: <b>Summarize the points a speaker makes and explain how each claim</b> 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: <b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>
1 <sup>st</sup> Grade: Describe people, places, things, and events with <b>relevant details, expressing ideas and feelings clearly.</b>
2 <sup>nd</sup> Grade: <b>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b>
3 <sup>rd</sup> Grade: <b>Report on a topic or text</b> , tell a story, or recount an experience with appropriate facts and relevant, descriptive details, <b>speaking clearly at an understandable pace.</b>
4 <sup>th</sup> Grade: Report on a topic or text, tell a story, or recount an experience in an <b>organized manner</b> , using appropriate facts and relevant, descriptive details to <b>support main ideas or themes</b> ; speak clearly at an understandable pace.
5 <sup>th</sup> Grade: Report on a topic or text or present an <b>opinion, sequencing ideas logically</b> 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 <sup>st</sup> Grade: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2 <sup>nd</sup> 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 <sup>rd</sup> 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 <sup>th</sup> Grade: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
5 <sup>th</sup> 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 <sup>st</sup> Grade: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)
2 <sup>nd</sup> 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 <sup>rd</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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, <b>ask and answer questions about key details in text.</b>
1 <sup>st</sup> Grade: Ask and answer about key details in text.
2 <sup>nd</sup> Grade: Ask and answer such questions as <b>who, what, where, when, why, and how</b> to demonstrate understanding of key details in a text
3 <sup>rd</sup> Grade: Ask and answer questions to demonstrate understanding of a text, <b>referring explicitly to the text as the basis for the answers.</b>
4 <sup>th</sup> Grade: <b>Refer to details and examples</b> in a text when explaining what the text says explicitly and when <b>drawing inferences from the text.</b>
5 <sup>th</sup> Grade: <b>Quote accurately</b> 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, <b>retell familiar stories, including key details.</b>
1 <sup>st</sup> Grade: Retell stories, including key details, and <b>demonstrate understanding of their central message or lesson.</b>
2 <sup>nd</sup> Grade: Recount stories, including <b>fables and folktales</b> from diverse cultures, and determine their central message, lesson, or <b>moral.</b>
3 <sup>rd</sup> Grade: Recount stories, including fables, folktales, and <b>myths</b> from diverse cultures; determine the central message, lesson, or moral and <b>explain how it is conveyed through key details in the text.</b>
4 <sup>th</sup> Grade: Determine a <b>theme of a story, drama, or poem from details in the text; summarize the text.</b>
5 <sup>th</sup> Grade: Determine a theme of a story, drama, or poem from details in the text, <b>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.</b>

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

**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 <sup>st</sup> Grade: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2 <sup>nd</sup> 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 <sup>rd</sup> Grade: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4 <sup>th</sup> 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 <sup>th</sup> 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 <sup>st</sup> 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 <sup>nd</sup> Grade: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
3 <sup>rd</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>st</sup> Grade: Identify who is telling the story at various points in a text.
2 <sup>nd</sup> 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 <sup>rd</sup> Grade: Distinguish their own point of view from that of the narrator or those of the characters.
4 <sup>th</sup> Grade: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
5 <sup>th</sup> 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<sup>st</sup> Grade: Use illustrations and details in a story to describe its characters, setting, or events.

2<sup>nd</sup> 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<sup>rd</sup> 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<sup>th</sup> 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<sup>th</sup> 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<sup>st</sup> Grade: Not applicable.

2<sup>nd</sup> Grade: Not applicable.

3<sup>rd</sup> Grade: Not applicable.

4<sup>th</sup> Grade: Not applicable.

5<sup>th</sup> 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<sup>st</sup> Grade: Compare and contrast the adventures and experiences of characters in stories.

2<sup>nd</sup> Grade: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

3<sup>rd</sup> 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<sup>th</sup> 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<sup>th</sup> 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: <b>Actively engage in group reading activities with purpose and understanding.</b>
1 <sup>st</sup> Grade: <b>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>
2 <sup>nd</sup> Grade: <b>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.</b>
3 <sup>rd</sup> Grade: <b>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 <b>proficiently and independently.</b></b>
4 <sup>th</sup> Grade: <b>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.</b>
5 <sup>th</sup> Grade: <b>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 <b>independently and proficiently.</b></b>

**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: <b>With prompting and support, ask and answer questions about key details in a text.</b>
1 <sup>st</sup> Grade: Ask and answer questions about key details in a text.
2 <sup>nd</sup> 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 <sup>rd</sup> Grade: Ask and answer questions to demonstrate understanding of a text, <b>referring explicitly to the text as the basis for the answers.</b>
4 <sup>th</sup> Grade: <b>Refer to details and examples</b> in a text when explaining what the text says explicitly and <b>when drawing inferences from the text.</b>
5 <sup>th</sup> Grade: <b>Quote accurately</b> 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: <b>With prompting and support, identify the main topic and retell key details of a text.</b>
1 <sup>st</sup> Grade: Identify the main topic and retell key details of a text.
2 <sup>nd</sup> Grade: Identify the main topic of a <b>multi-paragraph text</b> as well as the <b>focus of specific paragraphs</b> within the text.
3 <sup>rd</sup> Grade: Determine the <b>main idea</b> of a text; recount the key details and <b>explain how they support the main idea.</b>
4 <sup>th</sup> Grade: Determine the main idea of a text and <b>explain how it is supported by key details; summarize the text.</b>
5 <sup>th</sup> Grade: <b>Determine two or more main ideas of a text</b> 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: <b>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</b>
1 <sup>st</sup> Grade: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2 <sup>nd</sup> Grade: Describe the connection between a <b>series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>
3 <sup>rd</sup> Grade: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, <b>using language that pertains to time, sequence, and cause/effect.</b>
4 <sup>th</sup> Grade: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, <b>including what happened and why, based on specific information in the text.</b>
5 <sup>th</sup> Grade: Explain the <b>relationships or interactions between two or more individuals, events, ideas, or concepts</b> 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: <b>With prompting and support, ask and answer questions about unknown words in a text.</b>
1 <sup>st</sup> Grade: Ask and answer questions to help <b>determine or clarify the meaning of words</b> and phrases in a text.
2 <sup>nd</sup> Grade: Determine the meaning of words and phrases in a text <b>relevant to a grade 2 topic or subject area.</b>
3 <sup>rd</sup> Grade: Determine the meaning of <b>general academic and domain-specific words and phrases</b> in a text relevant to a <b>grade 3 topic or subject area.</b>
4 <sup>th</sup> Grade: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <b>grade 4 topic or subject area.</b>
5 <sup>th</sup> Grade: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <b>grade 5 topic or subject area.</b>

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

**Standard 6**

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

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

Kindergarten: <b>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).</b>
1 <sup>st</sup> Grade: Use the illustrations and details in a text to <b>describe its key ideas.</b>
2 <sup>nd</sup> Grade: <b>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</b>
3 <sup>rd</sup> Grade: <b>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).</b>
4 <sup>th</sup> Grade: <b>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.</b>
5 <sup>th</sup> Grade: <b>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.</b>

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

**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: <b>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>
1 <sup>st</sup> Grade: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2 <sup>nd</sup> Grade: <b>Compare and contrast the most important points presented by two texts on the same topic.</b>
3 <sup>rd</sup> Grade: Compare and contrast the most important points <b>and key details</b> presented in two texts on the same topic.
4 <sup>th</sup> Grade: <b>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b>
5 <sup>th</sup> Grade: Integrate information from <b>several texts</b> 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: <b>Actively engage in group reading activities with purpose and understanding.</b>
1 <sup>st</sup> Grade: With prompting and support, <b>read informational texts appropriately complex for grad</b>
2 <sup>nd</sup> Grade: By the end of year, <b>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.</b>
3 <sup>rd</sup> 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 <b>independently and proficiently.</b>
4 <sup>th</sup> Grade: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades <b>4–5 text complexity band</b> proficiently, with scaffolding as needed at the high end of the range.
5 <sup>th</sup> 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 <b>4–5 text complexity band independently and proficiently.</b>

## 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 <b>combination of drawing, dictating, and writing</b> to compose opinion pieces in which they <b>tell a reader the topic or the name of the book</b> they are writing about and <b>state an opinion</b> or preference about the topic or book (e.g., <i>My favorite book is...</i> ).
1 <sup>st</sup> Grade: Write opinion pieces in which they <b>introduce the topic</b> or name the book they are writing about, state an opinion, <b>supply a reason</b> for the opinion, and provide some <b>sense of closure</b> .
2 <sup>nd</sup> Grade: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply <b>reasons</b> that support the opinion, <b>use linking words (e.g., because, and, also) to connect</b> opinion and reasons, and provide a <b>concluding statement or section</b> .
3 <sup>rd</sup> Grade: Write opinion pieces on topics or texts, <b>supporting a point of view with reasons</b> . Introduce the topic or text they are writing about, state an opinion, and <b>create an organizational structure that lists reasons</b> . Provide reasons that support the opinion. Use linking words and <b>phrases (e.g., because, therefore, since, for example)</b> to connect opinion and reasons. Provide a concluding statement or section.
4 <sup>th</sup> Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons <b>and information</b> . Introduce a topic or text <b>clearly</b> , state an opinion, and create an organizational structure in <b>which related ideas are grouped to support the writer's purpose</b> . Provide reasons that are <b>supported by facts and details</b> . Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ). Provide a concluding statement or section <b>related to the opinion presented</b> .
5 <sup>th</sup> 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 <b>logically ordered</b> reasons that are supported by facts and details. Link opinion and reasons using words, phrases, <b>and clauses (e.g., consequently, specifically)</b> . 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 <b>combination of drawing, dictating, and writing</b> to compose informative/explanatory texts in which they <b>name what they are writing about</b> and <b>supply some information about the topic</b> .
1 <sup>st</sup> Grade: Write informative/explanatory texts in which they name a topic, supply some <b>facts</b> about the topic, and provide some sense of <b>closure</b> .
2 <sup>nd</sup> Grade: Write informative/explanatory texts in which they introduce a topic, use facts <b>and definitions to develop points</b> , and provide a <b>concluding statement or section</b> .
3 <sup>rd</sup> Grade: Write informative/explanatory texts to <b>examine a topic</b> and <b>convey ideas and information clearly</b> . Introduce a topic and <b>group related information together; include illustrations when useful to aiding comprehension</b> . Develop the topic with facts, definitions, <b>and details</b> . Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information. Provide a concluding statement or section.
4 <sup>th</sup> Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic <b>clearly</b> and group related information in <b>paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension</b> . Develop the topic with facts, definitions, <b>concrete details, quotations, or other information and examples related to the topic</b> . Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ). <b>Use precise language and domain-specific vocabulary</b> to inform about or explain the topic. Provide a concluding statement or section <b>related to the information or explanation presented</b> .
5 <sup>th</sup> Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, <b>provide a general observation and focus</b> , and group related information <b>logically</b> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, <b>concrete details, quotations, or other information and examples related to the topic</b> . 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.

1<sup>st</sup> 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**.

2<sup>nd</sup> 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.

3<sup>rd</sup> 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.

4<sup>th</sup> 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**.

5<sup>th</sup> 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

1<sup>st</sup> Grade: N/A

2<sup>nd</sup> Grade: N/A

3<sup>rd</sup> 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.)

4<sup>th</sup> 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.)

5<sup>th</sup> 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: <b>With guidance and support</b> from adults, <b>respond to questions</b> and <b>suggestions</b> from peers and <b>add details</b> to strengthen writing as needed.
1 <sup>st</sup> Grade: With guidance and support from adults, <b>focus on a topic</b> , respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2 <sup>nd</sup> Grade: With guidance and support from adults and <b>peers</b> , focus on a topic and strengthen writing as needed by <b>revising and editing</b> .
3 <sup>rd</sup> Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b> . ( <b>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.</b> )
4 <sup>th</sup> 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 <b>including grade 4.</b> )
5 <sup>th</sup> Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, <b>rewriting, or trying a new approach</b> . (Editing for conventions should demonstrate command of Language standards 1-3 up to and <b>including grade 5.</b> )

**Standard 6**

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

Kindergarten: <b>With guidance and support from adults</b> , explore a variety of <b>digital tools</b> to <b>produce and publish writing</b> , including in <b>collaboration with peers</b> .
1 <sup>st</sup> Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2 <sup>nd</sup> Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3 <sup>rd</sup> Grade: With guidance and support from adults, use technology to produce and publish writing ( <b>using keyboarding skills</b> ) as well as to interact and collaborate with others.
4 <sup>th</sup> Grade: With some guidance and support from adults, use technology, <b>including the Internet</b> , to produce and publish writing as well as to interact and collaborate with others; <b>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</b> .
5 <sup>th</sup> 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 <b>two pages</b> 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: <b>Participate in shared research</b> and <b>writing projects</b> (e.g., explore a number of books by a favorite author and express opinions about them).
1 <sup>st</sup> 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).
2 <sup>nd</sup> 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).
3 <sup>rd</sup> Grade: <b>Conduct short research projects that build knowledge about a topic.</b>
4 <sup>th</sup> Grade: Conduct short research projects that build knowledge through <b>investigation of different aspects</b> of a topic.
5 <sup>th</sup> Grade: Conduct short research projects that <b>use several sources</b> 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.
1 <sup>st</sup> Grade: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 <sup>nd</sup> Grade: Recall information from experiences or gather information from provided sources to answer a question.
3 <sup>rd</sup> Grade: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
4 <sup>th</sup> 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.
5 <sup>th</sup> 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
1 <sup>st</sup> Grade: N/A
2 <sup>nd</sup> Grade: N/A
3 <sup>rd</sup> Grade: N/A
4 <sup>th</sup> 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”).
5 <sup>th</sup> 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
1 <sup>st</sup> Grade: N/A
2 <sup>nd</sup> Grade: N/A
3 <sup>rd</sup> 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
4 <sup>th</sup> 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.
5 <sup>th</sup> 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.

1<sup>st</sup> 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.

2<sup>nd</sup> 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).

3<sup>rd</sup> 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.

4<sup>th</sup> 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*).

5<sup>th</sup> 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.***

<p>Kindergarten:</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>
<p>1<sup>st</sup> Grade:</p> <ol style="list-style-type: none"> <li>a. Capitalize <b>dates and names of people</b>.</li> <li>b. <b>Use</b> end punctuation <b>for sentences</b>.</li> <li>c. Use commas in <b>dates and to separate single words in a series</b>.</li> <li>d. <b>Use conventional spellings for words with common spelling patterns and for frequently occurring irregular words</b>.</li> <li>e. Spell <b>untaught</b> words phonetically, drawing on <b>phonemic awareness and spelling conventions</b>.</li> </ol>
<p>2<sup>nd</sup> Grade:</p> <ol style="list-style-type: none"> <li>a. Capitalize <b>holidays, product names, and geographic names</b>.</li> <li>b. Use commas in <b>greetings and closings of letters</b>.</li> <li>c. Use an <b>apostrophe to form contractions and frequently occurring possessives</b></li> <li>d. <b>Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil)</b>.</li> <li>e. <b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</b></li> </ol>
<p>3<sup>rd</sup> Grade</p> <ol style="list-style-type: none"> <li>a. Capitalize <b>appropriate words in titles</b>.</li> <li>b. Use commas in <b>addresses</b>.</li> <li>c. Use commas <b>and quotation marks in dialogue</b>.</li> <li>d. <b>Form and use possessives</b>.</li> <li>e. Use conventional spelling for <b>high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</b>.</li> <li>f. <b>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</b>.</li> <li>g. <b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</b>.</li> </ol>
<p>4<sup>th</sup> Grade:</p> <ol style="list-style-type: none"> <li>a. <b>Use</b> correct capitalization.</li> <li>b. Use commas and quotation marks <b>to mark direct speech and quotations from a text</b>.</li> <li>c. Use a comma <b>before a coordinating conjunction in a compound sentence</b>.</li> <li>d. <b>Spell grade- appropriate words correctly, consulting references as needed</b>.</li> </ol>
<p>5<sup>th</sup> Grade:</p> <ol style="list-style-type: none"> <li>a. Use <b>punctuation to separate items in a series</b>.</li> <li>b. Use a comma <b>to separate an introductory element from the rest of the sentence</b>.</li> <li>c. Use a comma <b>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?)</b>.</li> <li>d. <b>Use underlining, quotation marks, or italics to indicate titles of works</b>.</li> <li>e. <b>Spell grade- appropriate words correctly, consulting references as needed</b>.</li> </ol>

**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 <sup>st</sup> Grade: (Begins in grade 2)
2 <sup>nd</sup> Grade: a. Compare formal and informal uses of English.
3 <sup>rd</sup> Grade: a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
4 <sup>th</sup> 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 <sup>th</sup> 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 <sup>st</sup> 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).

2<sup>nd</sup> 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**.

3<sup>rd</sup> 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.

4<sup>th</sup> 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.

5<sup>th</sup> 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.**

<p>Kindergarten:</p> <ol style="list-style-type: none"> <li>Sort <b>common objects</b> into categories (e.g., <b>shapes, foods</b>) to gain a sense of the concepts the categories represent.</li> <li><b>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b></li> <li>Identify real-life connections between words and their use (e.g., note places at <b>school</b> that are <b>colorful</b>).</li> <li>Distinguish shades of meaning among verbs <b>describing the same general action (e.g., walk, march, strut, prance)</b> by acting out the meanings.</li> </ol>
<p>1<sup>st</sup> Grade:</p> <ol style="list-style-type: none"> <li>Sort <b>words</b> into categories (e.g., <b>colors, clothing</b>) to gain a sense of the concepts the categories represent.</li> <li><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).</b></li> <li>Identify real-life connections between words and their use (e.g., note places at <b>home</b> that are <b>cozy</b>).</li> <li>Distinguish shades of meaning among verbs <b>differing in manner (e.g., look, peek, glance, stare, glare, scowl)</b> and <b>adjectives differing in intensity (e.g., large, gigantic)</b> by defining or choosing them or by acting out the meanings.</li> </ol>
<p>2<sup>nd</sup> Grade:</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., <b>describe foods that are spicy or juicy</b>).</li> <li>Distinguish shades of meaning among <b>closely related verbs (e.g., toss, throw, hurl)</b> and <b>closely related adjectives (e.g., thin, slender, skinny, scrawny)</b>.</li> </ol>
<p>3<sup>rd</sup> Grade:</p> <ol style="list-style-type: none"> <li><b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b></li> <li>Identify real-life connections between words and their use (e.g., <b>describe people who are friendly or helpful</b>).</li> <li>Distinguish shades of meaning among related words <b>that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)</b></li> </ol>
<p>4<sup>th</sup> Grade:</p> <ol style="list-style-type: none"> <li><b>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture)</b> in context</li> <li><b>Recognize and explain the meaning of common idioms, adages, and proverbs.</b></li> <li><b>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)</b></li> </ol>
<p>5<sup>th</sup> Grade:</p> <ol style="list-style-type: none"> <li><b>Interpret figurative language, including similes and metaphors,</b> in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li><b>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</b></li> </ol>

**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.
1 <sup>st</sup> 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).
2 <sup>nd</sup> 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).
3 <sup>rd</sup> 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).
4 <sup>th</sup> 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).
5 <sup>th</sup> 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.
1 <sup>st</sup> 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).
2 <sup>nd</sup> Grade: (Not applicable)
3 <sup>rd</sup> Grade: (Not applicable)
4 <sup>th</sup> Grade: (Not applicable)
5 <sup>th</sup> 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.
1 <sup>st</sup> 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).
2 <sup>nd</sup> Grade: (Not applicable)
3 <sup>rd</sup> Grade: (Not applicable)
4 <sup>th</sup> Grade: (Not applicable)
5 <sup>th</sup> 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.
1 <sup>st</sup> 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.
2 <sup>nd</sup> 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.

3 <sup>rd</sup> 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.
4 <sup>th</sup> Grade: Know and apply grade-level phonics and word analysis skills in decoding words. <b>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.</b>
5 <sup>th</sup> 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: <b>Read emergent reader texts with purpose and understanding.</b>
1 <sup>st</sup> Grade: Read <b>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.</b>
2 <sup>nd</sup> 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.
3 <sup>rd</sup> 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.
4 <sup>th</sup> 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.
5 <sup>th</sup> 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 21<sup>st</sup> century skills, to prepare students for college and careers.

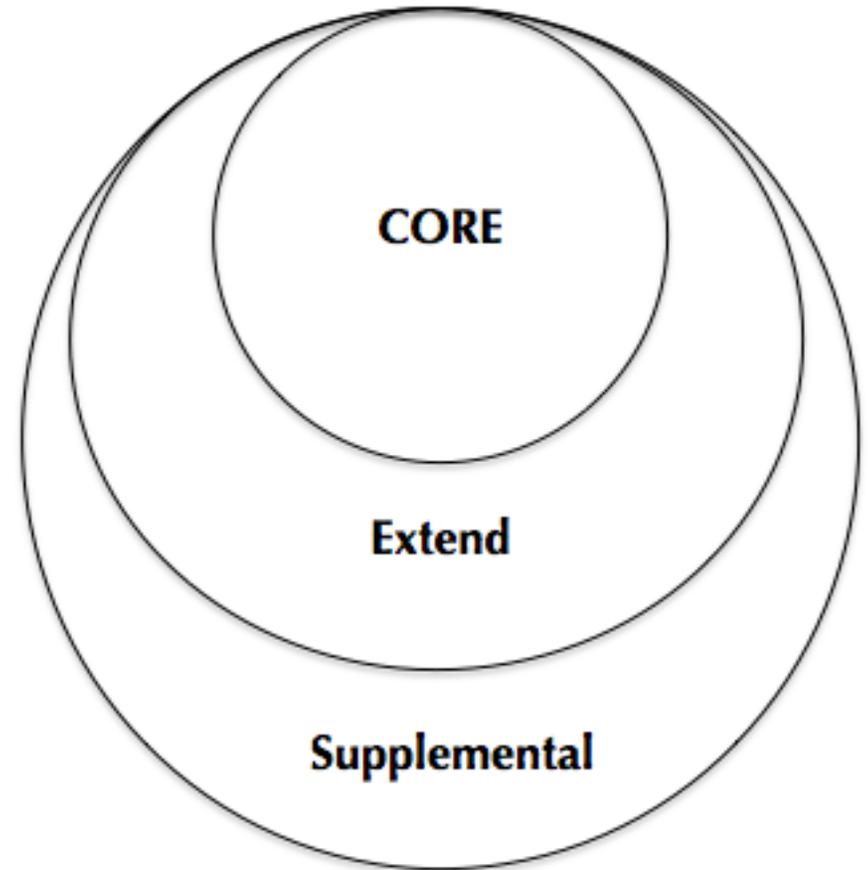
### **EXTEND**

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.



## CSD 2<sup>nd</sup> Grade Literacy Block FALL

Literacy Component	Range of Time	Class Configuration		Focus of Instruction
<b>Reading</b>	45-110 minutes	Whole Group Cooperative Groups & Partners		<ul style="list-style-type: none"> <li>• Concept Development</li> <li>• Oral Vocabulary</li> <li>• Phonics/Word Analysis</li> <li>• Spelling/Word Study</li> <li>• Comprehension</li> <li>• High-Frequency and Story Words/Lesson Vocabulary</li> <li>• Fluency</li> </ul>
<b>Language Arts</b>	15-30 minutes	Whole Group Cooperative Groups & Partners		<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Writing</li> </ul>
<p style="text-align: center;"><b>Skill-Based Instruction</b></p> <p>Additional skill-based instruction in a small group setting with a teacher that build <b>Higher Order Thinking and Questioning</b>. Students also engage in Practice Stations and/or <b>independent activities for research, inquiry, writing and 21 Century skills</b></p>	45-60 minutes  10-15 minutes per group	<i>Teach and Model Practice Stations</i>		
		Small Groups	Focus of Instruction	Instructional Materials
		<p style="text-align: center;">Group 1</p> <p>Benchmark Rate on DORF &amp; Alphabetic Principle and Basic Phonics WWR</p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Monitoring for meaning</li> <li>• Identifying, summarizing, and extending main ideas</li> <li>• Self-monitoring and fix-up strategies and awareness of reading for understanding</li> <li>• Teaching important words directly and word-learning strategies</li> <li>• Extended reading and writing opportunities tied to core subjects</li> <li>• <b>Inquiry based questioning based on Hess' Cognitive Rigor Matrix (Revised Bloom and DOK)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Literary and Informational Text</li> <li>• Reading Street Small Group: Advanced Level lessons</li> <li>• Word Study (vocabulary, derivations, etc.)</li> <li>• Reading Street: RtI Kit Comprehension and/or Vocabulary</li> <li>• Reading Street: Research and Inquiry Lessons</li> <li>• <b>Junior Great Books</b></li> <li>• <b>Extended Learning Activities</b></li> <li>• <b>Research and Inquiry</b></li> <li>• <b>Writing</b></li> <li>• <b>Project-based Learning</b></li> </ul>
		<p style="text-align: center;">Group 2</p> <p>Below Benchmark Rate on DORF &amp; Benchmark Rate on Alphabetic Principle and Basic Phonics WWR</p>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Building automaticity, but do not ignore making meaning</li> <li>• Repeated readings</li> <li>• Word or phrase level automaticity in addition to passages, if necessary</li> <li>• Grouping words to make meaning, pacing punctuation</li> <li>• Read for main idea, summarizing, and/or text elements</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Street: Decodable Readers</li> <li>• Reading Street: Fluency passages</li> <li>• Reading Street: Fresh Reads</li> <li>• Reading Street Small Group: On-Level lessons (OL)</li> <li>• Sight Words/Fry Phrases Speed Drills</li> <li>• Reading Street: RtI Kit Fluency</li> </ul>
		<p style="text-align: center;">Group 3</p> <p>Benchmark Rate on DORF &amp; Below Benchmark Rate on Alphabetic Principle and Basic Phonics WWR</p>	<p><b>Digging Deeper into Needs</b></p> <ul style="list-style-type: none"> <li>• Explicit modeling of accurate reading</li> <li>• Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately.</li> <li>• Challenge student to read a portion of the text with 2 or fewer errors</li> </ul> <p>Teach student to adjust rate of reading to type of text and purpose for reading</p>	<ul style="list-style-type: none"> <li>• Reading Street: Decodable Readers</li> <li>• Reading Street: Phonics and Word Analysis</li> <li>• Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>• Reading Street: Fresh Reads</li> </ul>
<p style="text-align: center;">Group 4</p> <p>Below Benchmark Rate on DORF &amp; Below Benchmark Rate on Alphabetic Principle and Basic Phonics WWR</p>	<p><b>Phonics and/or Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Missing phonemic awareness skills</li> <li>• Missing decoding skills</li> <li>• Missing sight words skills</li> <li>• Missing multi-syllabic decoding skills</li> <li>• Applying skills to connected text at instructional level</li> <li>• Building fluency at independent level</li> <li>• Substantial practice applying phonics to new text and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Street Decodable Readers</li> <li>• Reading Street Phonics and Word Analysis</li> <li>• Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>• Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities</li> <li>• Reading Street: RtI Kit Phonemic Awareness and/or Phonics and Decoding</li> <li>• Sight Words/Fry Phrases Speed Drills</li> </ul>		

<b>Content Integration</b>	20-30 minutes	Whole Group/ Small Group	<ul style="list-style-type: none"><li>• Use the ELA standards to set the foundation or build background for science and social studies content standards—see content integration map</li></ul>
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## CSD 2<sup>nd</sup> Grade Literacy Block WINTER/SPRING

Literacy Component	Range of Time	Class Configuration	Focus of Instruction		
<b>Reading</b>	45-110 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> <li>• Concept Development</li> <li>• Oral Vocabulary</li> <li>• Phonics/Word Analysis</li> <li>• Spelling/Word Study</li> <li>• Comprehension</li> <li>• High-Frequency and Story Words/Lesson Vocabulary</li> <li>• Fluency</li> </ul>		
<b>Language Arts</b>	15-30 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Writing</li> </ul>		
<b>Skill-Based Instruction</b> Additional skill-based instruction in a small group setting with a teacher that build <b>Higher Order Thinking and Questioning</b> . Students also engage in Practice Stations and/or independent activities for research, inquiry, writing and 21 <sup>st</sup> Century skills	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 and <b>Winter:</b> Accuracy is 96% or Higher <b>Spring:</b> Accuracy is 97% or Higher	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Monitoring for meaning</li> <li>• Identifying, summarizing, and extending main ideas</li> <li>• Self-monitoring and fix-up strategies and awareness of reading for understanding</li> <li>• Teaching important words directly and word-learning strategies</li> <li>• Extended reading and writing opportunities tied to core subjects</li> <li>• <b>Inquiry based questioning based on Hess' Cognitive Rigor Matrix (Revised Bloom and DOK)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Literary and Informational Text</li> <li>• Reading Street Small Group: Advanced Level lessons</li> <li>• Word Study (vocabulary, derivations, etc.)</li> <li>• Reading Street: Rtl Kit Comprehension and/or Vocabulary</li> <li>• Reading Street: Research and Inquiry Lessons <b>Junior Great Books</b></li> <li>• <b>Extended Learning Activities</b></li> <li>• <b>Research and Inquiry</b></li> <li>• <b>Writing</b></li> <li>• <b>Project-based Learning</b></li> </ul>
		Group 2 Below Benchmark Rate on DORF and <b>Winter:</b> Accuracy is 96% or Higher <b>Spring:</b> Accuracy is 97% or Higher	<b>Fluency</b> <ul style="list-style-type: none"> <li>• Building automaticity, but do not ignore making meaning</li> <li>• Repeated readings</li> <li>• Word or phrase level automaticity in addition to passages, if necessary</li> <li>• Grouping words to make meaning, pacing punctuation</li> <li>• Read for main idea, summarizing, and/or text elements</li> </ul>		<ul style="list-style-type: none"> <li>• Reading Street: Decodable Readers</li> <li>• Reading Street: Fluency passages</li> <li>• Reading Street: Fresh Reads</li> <li>• Reading Street Small Group: On-Level lessons</li> <li>• Sight Words/Fry Phrases Speed Drills</li> <li>• Reading Street: Rtl Kit Fluency</li> </ul>
		Group 3 Benchmark Rate on DORF and <b>Winter:</b> Accuracy is below 96% <b>Spring:</b> Accuracy is below 97%	<b>Digging Deeper into Needs</b> <ul style="list-style-type: none"> <li>• Explicit modeling of accurate reading</li> <li>• Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately.</li> <li>• Challenge student to read a portion of the text with 2 or fewer errors</li> <li>• Teach student to adjust rate of reading to type of text and purpose for reading</li> </ul>		<ul style="list-style-type: none"> <li>• Reading Street: Decodable Readers</li> <li>• Reading Street: Phonics and Word Analysis</li> <li>• Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>• Reading Street: Fresh Reads</li> </ul>
		Group 4 Below Benchmark Rate on DORF and <b>Winter:</b> Accuracy is below 96% <b>Spring:</b> Accuracy is below 97%	<b>Phonics and/or Phonological Awareness</b> <ul style="list-style-type: none"> <li>• Missing phonemic awareness skills</li> <li>• Missing decoding skills</li> <li>• Missing sight words skills</li> <li>• Missing multi-syllabic decoding skills</li> <li>• Applying skills to connected text at instructional level</li> <li>• Building fluency at independent level</li> <li>• Substantial practice applying phonics to new text and writing</li> </ul>		<ul style="list-style-type: none"> <li>• Reading Street Decodable Readers</li> <li>• Reading Street Phonics and Word Analysis</li> <li>• Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>• Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities</li> <li>• Reading Street: Rtl Kit Phonemic Awareness and/or Phonics and Decoding</li> <li>• Sight Words/Fry Phrases Speed Drills</li> </ul>

<b>Content Integration</b>	20-30 minutes	Whole Group/ Small Group	<ul style="list-style-type: none"><li>• Use the ELA standards to set the foundation or build background for science and social studies content standards—see content integration map</li></ul>
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Grade 2: Five-Day Plan for *Reading Street* Units 1-3

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5	
25-65 minutes	<b>Get Ready to Read</b> Content Knowledge	<b>Content Knowledge</b> <ul style="list-style-type: none"> <li>• Street Rhymes!</li> <li>• Concept Talk</li> <li>• Question of the Week</li> <li>• Build Oral Language</li> <li>• Concept Map</li> </ul> <b>15 min.</b>	<b>Content Knowledge</b> <ul style="list-style-type: none"> <li>• Expand the Concept</li> <li>• Question of the Week</li> <li>• Build Oral Language</li> <li>• Teacher Read Aloud</li> </ul> <b>5 min.</b>	<b>Content Knowledge</b> <ul style="list-style-type: none"> <li>• Expand the Concept</li> <li>• Question of the Week</li> <li>• Build Oral Language</li> <li>• Teacher Read Aloud</li> <li>• Write about and respond to the Question of the Week</li> </ul> <b>15 min.</b>	<b>Content Knowledge</b> <ul style="list-style-type: none"> <li>• Expand the Concept</li> <li>• Question of the Week</li> <li>• Build Oral Language</li> <li>• Read Aloud</li> </ul> <b>5 min.</b>	<b>Content Knowledge</b> <ul style="list-style-type: none"> <li>• Review Concept</li> <li>• Build Oral Language</li> <li>• Build Oral Vocabulary</li> <li>• Review Amazing Words &amp; Concept Map</li> <li>• Read A loud</li> </ul> <b>5-10 min.</b>	
		<b>Build Oral Vocabulary</b> <ul style="list-style-type: none"> <li>• Sing with Me Big Book</li> <li>• Amazing Words</li> <li>• Vocabulary Routine</li> </ul> <b>10 min.</b>	<b>Build Oral Vocabulary</b> <ul style="list-style-type: none"> <li>• Amazing Words</li> <li>• Vocab Routine</li> <li>• Add to Concept Map</li> </ul> <b>5 min.</b>	<b>Build Oral Vocabulary</b> <ul style="list-style-type: none"> <li>• Amazing Words</li> <li>• Vocab Routine</li> <li>• Add to Concept Map</li> </ul> <b>5 min.</b>	<b>Build Oral Vocabulary</b> <ul style="list-style-type: none"> <li>• Amazing Words</li> <li>• Vocab Routine</li> <li>• Add to Concept Map</li> </ul> <b>5 min.</b>	<b>Phonics Review</b>	
		<b>Phonemic Awareness</b>	<b>Phonics Review</b> <ul style="list-style-type: none"> <li>• Review Sound Spellings</li> <li>• Decode in isolation</li> <li>• Decode in Context</li> </ul> <b>10 min.</b>	<b>Phonics</b> <ul style="list-style-type: none"> <li>• Phonics- Build Words</li> <li>• Fluent Word Reading</li> </ul> <b>Blend and Read</b>	<b>Phonics Review</b> <ul style="list-style-type: none"> <li>• <b>Fluent Word Reading</b></li> <li>• Read words in isolation</li> <li>• Read words in context</li> </ul>	<b>Spelling/Word Study</b> <b>Spelling Post-Test of 10-12 words.</b> <b>Use words from teacher and student generated lists with targeted spelling pattern</b>	
		<b>Phonics</b> <ul style="list-style-type: none"> <li>• Teach/Model</li> <li>• Guide Practice</li> <li>• Apply</li> </ul>			<b>10 min.</b>		<b>10 min.</b>
		<b>Decodable Reader</b> <ul style="list-style-type: none"> <li>• Reread for Fluency</li> </ul>			<b>10 min.</b>		<b>10 min.</b>
					<b>15 Min</b>		

## Grade 2: Five-Day Plan for *Reading Street* Units 1-3

		<p style="text-align: center;"><b>15-20 min.</b></p> <p><b>Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Pretest 5-7 words</li> <li>• Spelling Patterns with Routine Card #7 from RtI Kit</li> </ul> <p style="text-align: center;">Handwriting— <i>Model, Practice, and Monitor within Word Study</i></p>	<p style="text-align: center;"><b>10 min.</b></p> <p><b>Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Pretest 5-7 words</li> <li>• Spelling Patterns with Routine Card #7 from RtI Kit</li> </ul> <p style="text-align: center;">Handwriting— <i>Model, Practice, and Monitor within Word Study</i></p>	<p style="text-align: center;"><b>10 min.</b></p> <p><b>Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Teacher-Created Word Sort</li> <li>• Handwriting—<i>Model, Practice, and Monitor within Word Study</i></li> </ul>	<p style="text-align: center;"><b>10 min.</b></p> <p><b>Spelling/Word Study</b></p> <ul style="list-style-type: none"> <li>• Student Generated Word Sort based on the Spelling pattern (Practice Station)</li> <li>• Handwriting— <i>Model, Practice, and Monitor within Word Study</i></li> </ul>
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Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
<p>20-50 minutes</p> <p><b>Read and Comprehend</b> Text-Based Comprehension</p>	<p style="text-align: center;"><b>10 min.</b></p> <p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Routine</li> <li>• I Can Read</li> <li>• Advanced—Extend Spelling</li> <li>• Phonics spelling generalization</li> </ul>	<p style="text-align: center;"><b>20 min.</b></p> <p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>• Read Words in Isolation</li> </ul> <p><b>Selection Vocabulary</b></p>	<p style="text-align: center;"><b>25-30 min.</b></p> <p><b>Fluency</b></p> <p><b>Reread for Fluency</b></p> <p><b>High Frequency &amp; Selection Words</b></p> <ul style="list-style-type: none"> <li>• Read Words in Isolation</li> <li>• Read Words in Context</li> </ul>	<p style="text-align: center;"><b>20 min.</b></p> <p><b>Science in Reading or Social Studies in reading or 21<sup>st</sup> Century Skills</b></p> <p><b>Read (paired selection)</b></p> <ul style="list-style-type: none"> <li>• Access Text</li> <li>• Reading and Writing Across Texts (<i>Writing to Sources</i>)</li> </ul> <p><b>Fluency</b></p>	<p style="text-align: center;"><b>20 min.</b></p> <p><b>Text-Based Comprehension Review</b></p> <p><b>Vocabulary Review</b></p>
	<p style="text-align: center;"><b>20 min.</b></p> <p><b>Text-Based Comprehension</b></p> <ul style="list-style-type: none"> <li>• Teacher Read Aloud</li> <li>• Model A Close Read</li> <li>• Teach Target Skill</li> <li>• Guide Practice</li> <li>• Apply</li> </ul>	<p style="text-align: center;"><b>20 min.</b></p> <p><b>Text-Based Comprehension</b></p> <ul style="list-style-type: none"> <li>• Introduce Main Selection</li> <li>• Access the Main Selection</li> <li>• Close Read the Main Selection</li> <li>• Check Understanding</li> <li>• Strategy Response Log</li> </ul>	<p style="text-align: center;"><b>20 min.</b></p> <p><b>Text-Based Comprehension</b></p> <ul style="list-style-type: none"> <li>• Read Main Selection</li> <li>• Read for Understanding</li> </ul> <p><b>Think Critically</b></p> <ul style="list-style-type: none"> <li>• Choose 1-3 questions to discuss and write</li> </ul> <p><b>Retell</b></p>		<p style="text-align: center;"><b>20 min.</b></p> <p><b>Assessment Menu:</b></p> <ul style="list-style-type: none"> <li>• Weekly Test</li> <li>• Writing to Sources</li> <li>• Four Square</li> <li>• Teacher created tests</li> <li>• Unit tests</li> </ul>

## Grade 2: Five-Day Plan for *Reading Street* Units 1-3

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
15-30 minutes	Language Arts	<b>Conventions/Grammar</b> <ul style="list-style-type: none"> <li>Conventions lesson</li> </ul> <b>Research and Inquiry</b> <ul style="list-style-type: none"> <li>Identify and Focus</li> </ul>	<b>Conventions/Grammar</b> <ul style="list-style-type: none"> <li>Conventions lesson</li> </ul> <b>Research and Inquiry</b> <ul style="list-style-type: none"> <li>Research Skill</li> </ul>	<b>Conventions/Grammar embedded into Authentic Writing Instruction</b>		
		<b>Writing</b> <ul style="list-style-type: none"> <li>Focus on writing to learn embedded in instruction</li> <li>Begin product writing on Day 3</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Focus on writing to learn embedded in instruction</li> <li>Begin product writing on Day 3</li> </ul>	<b>Research and Inquiry</b> <ul style="list-style-type: none"> <li>Gather and Record</li> </ul> <b>Listening and Speaking</b>	<b>Research and Inquiry</b> <ul style="list-style-type: none"> <li>Gather and Record</li> </ul> <b>Listening and Speaking</b>	<b>Research and Inquiry</b> <ul style="list-style-type: none"> <li>Communicate</li> </ul>
		<b>Writing</b> <ul style="list-style-type: none"> <li>Focus on writing to learn embedded in instruction</li> <li>Begin product writing on Day 3</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Focus on writing to learn embedded in instruction</li> <li>Begin product writing on Day 3</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Writing to Sources Lesson</li> <li>Include Four-Square Writing Strategy</li> </ul> <b>Embedded Conventions Lesson</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>Writing to Sources Lesson</li> <li>Include Four-Square Writing Strategy</li> </ul> <b>Embedded Conventions Lesson</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>Writing to Sources Lesson</li> <li>Include Four-Square Writing Strategy</li> </ul> <b>Embedded Conventions Lesson</b>

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

## Grade 2: Five-Day Plan for *Reading Street* Units 1-3

Literacy Block Component	Description	Resources
<p><b>Content Integration</b> See Content Integration Map</p> <p>Small Group Whole Group</p> <p>20-30 minutes</p>	<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"> <li>• Content Leveled Readers (SE)</li> <li>• eReaders (digital)</li> </ul> <p><b>Research and Inquiry</b></p> <ul style="list-style-type: none"> <li>• Identify and Focus Topic</li> </ul> <p><b>Science/Social Studies</b></p> <ul style="list-style-type: none"> <li>• Set the stage for Lab or Learning Task</li> </ul>

Grade 2: Five-Day Plan for *Reading Street* Units 4-6

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
25-65 minutes	Get Ready to Read Content Knowledge	<b>Content Knowledge</b> • Street Rhymes! • Concept Talk • Question of the Week • Build Oral Language • Concept Map 15 min.	<b>Content Knowledge</b> • Expand the Concept • Question of the Week • Build Oral Language • Read Aloud 5 min.	<b>Content Knowledge</b> • Expand the Concept • Question of the Week • Build Oral Language • Read Aloud • Write about and respond to the Question of the Week 5 min.	<b>Content Knowledge</b> • Expand the Concept • Question of the Week • Build Oral Language 5 min.	<b>Content Knowledge</b> • Review Concept • Question of the Week • Build Oral Language • Review Amazing Words & Concept Map • Read Aloud 5-10 min.
		<b>Build Oral Vocabulary</b> • Amazing Words • Vocab Routine • Sing with Me Big Book 10 min.	<b>Build Oral Vocabulary</b> • Amazing Words • Vocab Routine • Add to Concept Map 5 min.	<b>Build Oral Vocabulary</b> • Amazing Words • Vocab Routine • Add to Concept Map 5 min.	<b>Build Oral Vocabulary</b> • Amazing Words • Vocab Routine • Add to Concept Map 5 min.	<b>Phonics Review</b>  <b>Build Oral Vocabulary</b> • Write About It (question of the week or four square) 15 min.
		<b>Phonics</b> • Teach/Model • Guide Practice • Apply • I can Read 15 min.	<b>Phonics</b> • Review Sound-Spellings • Read Words in Isolation • Decode Words in Context 5 min.	<b>Phonics</b> • Word Building • Guide Practice • Fluent Word Reading • Spiral review 15 min.	<b>Phonics</b> • Word Building • Guide Practice • Fluent Word Reading • Spiral review 20 min.	<b>Phonics</b> <b>Fluent Word Reading</b> <b>Spiral review</b> <b>Decodable Reader</b> <b>Reread for fluency</b>
		<b>Spelling/Word Study</b> • Pretest 5-7 words • Spelling Patterns with Routine Card #7 from Rtl Kit 10 min.	<b>Spelling/Word Study</b> • 5-7 word check on Spelling Patterns with Routine Card #7 from Rtl Kit Handwriting— <i>Model, Practice, and Monitor within Word Study</i> 10 min.	<b>Spelling/Word Study</b> • <b>Teacher Created Word Sort</b> Handwriting— <i>Model, Practice, and Monitor within Word Study</i> 10 min.	<b>Spelling</b> • Teacher-Created Word Sort Student Generated Word Sort based on the Spelling pattern • (Practice Station) • Handwriting— <i>Model, Practice, and Monitor within Word Study (Practice Station)</i> 10 min.	15 min. <b>Spelling/Word Study</b> • <b>Spelling Post test of 10-12 Words</b> Use words from teacher and student generated lists with targeted spelling • pattern
		<b>Decodable Reader</b> • Reread for Fluency 10 min.			<b>Science in Reading or Social Studies in reading or 21<sup>st</sup> Century Skills</b> 10 min.	

**Grade 2: Five-Day Plan for Reading Street Units 4-6**

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
20-50 minutes	Read and Comprehend Text-Based Comprehension	<b>15 min.</b> <b>Text-Based Comprehension</b> <ul style="list-style-type: none"> <li>Target Skill &amp; Strategy</li> <li>Model A Close Read</li> <li>Model Fluent Reading</li> </ul>	<b>25 min.</b> <b>Selection Vocabulary Vocabulary Skill Reread for Fluency</b>	<b>20 min.</b> <b>Fluency</b> Read for Accuracy Reread for Fluency	<b>20 min.</b> <b>Read (paired selection)</b> <ul style="list-style-type: none"> <li>Access the Text</li> <li>Reading and writing Across texts</li> <li>Listening and Speaking</li> </ul>	<b>20 min.</b> <b>Review: Text-Based Comprehension Vocabulary</b>
		<b>15 min.</b> <b>Selection Vocabulary</b> <ul style="list-style-type: none"> <li>Vocabulary Routine</li> </ul>		<b>20 min.</b> <b>Text-Based Comprehension</b> <ul style="list-style-type: none"> <li>Introduce Main Selection <b>Main Selection</b></li> <li>Access the Main Selection</li> <li>Access Text</li> <li>Close Read</li> <li>Check Understanding</li> </ul>		
				<b>5-10 min.</b> <b>Think Critically</b> <ul style="list-style-type: none"> <li>Choose 1-3 questions to discuss and write</li> </ul> <b>Retell</b>		

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
15-30 minutes	Language Arts	<b>15 min.</b> <b>Conventions/Grammar</b> <ul style="list-style-type: none"> <li>Conventions lesson</li> </ul> <b>Research and Inquiry</b> <ul style="list-style-type: none"> <li>Identify and Focus</li> </ul>	<b>15 min.</b> <b>Conventions/ Grammar</b> <ul style="list-style-type: none"> <li>Conventions lesson</li> </ul> <b>Research and Inquiry</b> <ul style="list-style-type: none"> <li>Research Skill</li> </ul>	<b>Conventions/Grammar embedded into Authentic Writing Instruction</b>		
		<b>Writing</b> <ul style="list-style-type: none"> <li>Focus on writing to learn embedded in instruction</li> <li>Begin product writing on Day 3</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Focus on writing to learn embedded in instruction</li> <li>Begin product writing on Day 3</li> </ul>	<b>25-30 min.</b> <b>Writing</b> <ul style="list-style-type: none"> <li>Writing to Sources Lesson</li> </ul> Include Four-Square Writing Strategy <b>Embedded Conventions Lesson</b>	<b>25-30 min.</b> <b>Writing</b> <ul style="list-style-type: none"> <li>Writing to Sources Lesson</li> </ul> Include Four-Square Writing Strategy <b>Embedded Conventions Lesson</b>	<b>25-30 min.</b> <b>Writing</b> <ul style="list-style-type: none"> <li>Writing to Sources Lesson</li> </ul> Include Four-Square Writing Strategy <b>Embedded Conventions Lesson</b>
				Research and Inquiry <ul style="list-style-type: none"> <li>Gather and Record</li> <li>Listening and Speaking</li> </ul>	Research and Inquiry <ul style="list-style-type: none"> <li>Review and Revise</li> </ul>	Research and Inquiry <ul style="list-style-type: none"> <li>Communicate</li> </ul>

**Grade 2: Five-Day Plan for *Reading Street* Units 4-6**

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Skill-Based Practice Stations</b> Small Group</p> <p>45-60 minutes</p> <p><i>Suggestions for what the other students are doing</i></p>	<p><b>Practice Stations</b></p> <ul style="list-style-type: none"> <li>• Social Studies and/or Science Connections</li> <li>• <b>Extended Learning Opportunities</b></li> <li>• Practice Station Flipcharts</li> <li>• Writing Assignments</li> <li>• Project-Based Learning Projects</li> <li>• Research and Inquiry Activities</li> <li>• Keyboarding Practice</li> <li>• Targeted Reading with Aligned Purposes and Tasks</li> <li>• Imagine Learning (for ELL level 1 or 2)</li> <li>• Reflex Math</li> <li>• Technology Supports—Apps, Websites, etc.</li> <li>• Lexia <b>or</b> Reading Plus <b>or</b> MyON (60 minutes per week)</li> </ul>				
	<p align="center"><b>Practice Station Ideas that Correlate with the Day's Instruction</b></p>				
	<ul style="list-style-type: none"> <li>• Reread Decodable for Fluency Practice</li> <li>• Handwriting Practice</li> <li>• Daily Fix It</li> </ul>	<ul style="list-style-type: none"> <li>• Reader's &amp; Writer's Notebook Vocabulary Page</li> </ul>	<ul style="list-style-type: none"> <li>• Think Critically Questions (SE)</li> <li>• <b>Research and Inquiry</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-Created Word Sorts</li> <li>• Handwriting Practice Sheet</li> <li>• Strategy Response Log</li> <li>• <b>Research and Inquiry</b></li> <li>• <b>Student Generated Word Sorts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fluency Check with a Buddy using Fresh Reads/Assessment Handbook Fluency Passages</li> </ul>

Literacy Block Component	Description	Resources
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## Grade 2: Five-Day Plan for *Reading Street* Units 4-6

<p><b>Content Integration</b>  <b>See Content Integration Map</b>          Small Group          Whole Group</p> <p style="text-align: center;">20-30 minutes</p>	<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"> <li>• Content Leveled Readers (SE)</li> <li>• eReaders (digital)</li> </ul> <p><b>Research and Inquiry</b></p> <ul style="list-style-type: none"> <li>• Identify and Focus Topic</li> </ul> <p><b>Science/Social Studies</b></p> <ul style="list-style-type: none"> <li>• Set the stage for Lab or Learning Task</li> </ul>
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## 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](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
<b>Think</b>	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
<b>Discuss</b>	Have students partner share their ideas using an intentional structure.	Partner Routines
<b>Write</b>	Next, have students complete a teacher provided <a href="#">sentence frame</a> related to the question with a written response, include a word bank as needed.	Teacher prepared sentence frame (and word bank)
<b>Read</b>	Ask students to read sentence to their partner.	Partner Routine
<b>Share</b>	Cold call or nominate a few students to share their ideas and encourages use of the <a href="#">academic language scripts</a> .	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
<b>Day 1</b> <i>Done with Concept Talk</i>	<b>Poster Talk Through</b> —use the lesson vocabulary and use the talk through script to demonstrate and show the pictorial representations of the lesson vocabulary.	<b>Check prior knowledge</b> by asking questions directed to language and differentiated levels. <b>Develop concepts and oral vocabulary</b> by rereading <b>Poster Talk Through</b>
<b>Day 2</b>	<b>Teach Lesson Vocabulary</b> — intentionally teach lesson vocabulary. Have students orally practice saying and using the lesson words.	<ul style="list-style-type: none"> <li>• Sentence Frames</li> <li>• Precision Partnering</li> <li>• Sketching of concept with oral language</li> <li>• Word Banks</li> <li>• Picture Banks</li> </ul>
<b>Day 3</b> <i>ELL poster day 4</i>	<b>Produce Oral Language</b> — intentional and deliberate oral practice of lesson vocabulary. Reinforce correct usage of the lesson vocabulary words.	<ul style="list-style-type: none"> <li>• Sentence Frames</li> <li>• Precision Partnering</li> <li>• Sketching of concept with oral language</li> <li>• Word Banks</li> <li>• Picture Banks</li> </ul>

## Build Background

	Instructional Plan	Teacher Talk Example
<b>Step 1</b>	Introduce the story and the main topic.	“Today, we are going to read a story about a man who collects rocks.”
<b>Step 2</b>	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.”
<b>Step 3</b>	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?”
<b>Step 4</b>	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 1<sup>st</sup> 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 2<sup>nd</sup>/3<sup>rd</sup> 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"><li>• What was the story mostly about?</li><li>• What is one thing I learned?</li><li>• What else did I learn?</li></ul>	<ul style="list-style-type: none"><li>• Who are the characters?</li><li>• Where did the story happen?</li><li>• What happened first?</li><li>• What happened next?</li><li>• What happened last?</li></ul>

<b>Read Aloud routine</b>		
<b>Teacher Roles</b>	<b>Students' Role</b>	<b>Examples</b> <i>(3<sup>rd</sup> grade Gallagher's Picnic)</i>
Teach Amazing Words <ul style="list-style-type: none"> <li>• Provide examples, images, gestures and sentence frames</li> </ul>	Say, see, write, hear amazing words <ul style="list-style-type: none"> <li>• Act out, write or say amazing words in sentences using sentence frames</li> </ul>	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"> <li>• Model appropriate expression</li> <li>• Demonstrate a lively, fluent reader</li> </ul>	Be an active listener <ul style="list-style-type: none"> <li>• Eyes on the teacher</li> <li>• KYHFOOTY</li> <li>• Do actions for punctuation</li> </ul>	"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"> <li>• Use a think aloud voice, gesture or clue</li> </ul>	Identify think aloud <ul style="list-style-type: none"> <li>• Gesture when you hear the teacher think aloud</li> </ul>	Point to your head to demonstrate thinking
Comprehensible input <ul style="list-style-type: none"> <li>• Use actions and gestures to portray meaning</li> <li>• Display an image representing the big idea of the story</li> </ul>	Non verbal student feedback to teacher <ul style="list-style-type: none"> <li>• Gesture or raise your hand when very confused</li> </ul>	"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"> <li>• Use amazing word voice, gesture or clue</li> </ul>	Listen for amazing words <ul style="list-style-type: none"> <li>• Gesture or speak when you hear an amazing word</li> </ul>	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"> <li>• Ask clarifying questions</li> <li>• Ask for predictions</li> <li>• Make connections</li> <li>• Use sentence frames</li> </ul>	Partner Share <ul style="list-style-type: none"> <li>• Look, lean, lower, listen</li> <li>• Say or write complete sentences using sentence frames</li> </ul>	"What could Rafferty's plan be to help Gallagher kick his bad habit"  Sometimes I eat _____ and it makes me feel _____

## Fluency Reading Routine

<b>Build Fluency</b> <b>Reading with appropriate rate, accuracy, pronunciation, and expression/prosody</b>	
<b>Cloze Reading Preparation:</b> Before class teacher prepares a selection	<ul style="list-style-type: none"> <li>• <b>Chunk text</b> into manageable segments (i.e., use digital projection, text book)</li> <li>• <b>Number the text segments</b>—Students can number using sticky notes/flags</li> <li>• <b>Select 3-5 words per segment</b> (approximately 1 per sentence) to omit as you read aloud. Select words you have pre-taught or words that are meaningful to the content.</li> </ul>
<b>1<sup>st</sup> Read:</b> Oral Cloze— <ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Teacher Models (I do)</li> </ul>	Use the prepared text excerpt to <b>model fluent reading</b> 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. <b>Students track.</b>
<b>2<sup>nd</sup> Read:</b> Echo Reading with Phrasing (we do)	<b>Read</b> one chunk at a time. Practice appropriate phrasing using <b>choral reading</b> . Break a sentence into logical phrases and read one phrase at a time, before connecting the phrases. Have <b>students echo read each phrase</b> then connect it, following your lead.
<b>3<sup>rd</sup> Read:</b> Partner Read (ya'll do)	Strategically partner students for <b>fluency practice</b> . Students should be prepared to discuss the <b>main idea</b> after finishing reading the text. Provide a <b>response frame</b> with appropriate standards-based reading comprehension language (e.g., The information in this passage is about _____. This biography focuses on _____.)
<b>4<sup>th</sup> Read:</b> 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 _____.") <i>verbal or written</i>

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

### FLUENCY EXPRESSION RUBRIC

	1	2	3	4
<b>Expression and Volume</b>	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.
<b>Phrasing</b>	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 choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	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.
<b>Pace</b>	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

<b>Response Frame:</b>	<i>A partner demonstrates active listening when she/he <u>verb+s</u> and <u>verb+s</u></i>													
<b>Model Response:</b>	<i>A partner demonstrates active listening when she <u>restates</u> my idea and <u>asks</u> clarifying questions.</i>	<table border="1"> <thead> <tr> <th><u>Casual Verbs</u></th> <th><u>Precise Verbs</u></th> </tr> </thead> <tbody> <tr> <td>says</td> <td>replies</td> </tr> <tr> <td>likes</td> <td>responds</td> </tr> <tr> <td>lets</td> <td>appreciates</td> </tr> <tr> <td>helps</td> <td>complements</td> </tr> <tr> <td></td> <td>permits</td> </tr> </tbody> </table>	<u>Casual Verbs</u>	<u>Precise Verbs</u>	says	replies	likes	responds	lets	appreciates	helps	complements		permits
<u>Casual Verbs</u>	<u>Precise Verbs</u>													
says	replies													
likes	responds													
lets	appreciates													
helps	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  
fantastic
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



## K-5 Retelling/Summarizing: Nonfiction

	Instructional Plan	Teacher Talk Example
<b>Explain</b>	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>
<b>Build Background</b>	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>
<b>Model</b>	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>
<b>Think</b>	Offer additional processing time before oral practice.	<i>“As I show each retelling card, think about the key details represented.”</i>
<b>Guided Partner Interaction</b>	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, _____.  <i>“The key detail(s) this card represents from the text is/are _____.”</i>
<b>Corrective Feedback</b>	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
<b>Explain</b>	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."
<b>Build Background</b>	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>
<b>Plot</b>	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." Was this in the beginning, middle or end?</i>  <i>"What happens in the middle? What happens in the end?"</i>
<b>Model</b>	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>
<b>Think</b>	Offer additional processing time before oral practice.	<i>"As I show each card, think about the important event it represents."</i>
<b>Guide Interaction</b>	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, _____.
<b>Corrective Feedback</b>	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.	"This text relates to our unit theme _____. Let's quickly review our concept map to understand how it relates."
Character and Setting	Model how to identify and describe setting and character.	"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." "The three bears live in the forest. What is the setting? The three bears are characters. Who is another character?"
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.	

## 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"> <li>• Establish lesson and language objectives               <ul style="list-style-type: none"> <li>○ How will students <i>practice and demonstrate</i> understanding of language during this lesson?</li> </ul> </li> <li>• Define the lesson task.</li> </ul>	<p>Objective: I can write an <b>opinion</b> using a <b>present-tense verb</b>.</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"> <li>• Identify and explain the language function associated with the objective.</li> <li>• Analyze written examples that illustrate the identified function.               <ul style="list-style-type: none"> <li>○ Possible sources: student work samples, exemplars, sections of Reading Street texts, teacher created models, multimedia resources</li> <li>○ <i>Here is my model, “I believe _____.” This is a more academic way of saying, “I think we should_____.”</i></li> </ul> </li> <li>• Have students practice with model.               <ul style="list-style-type: none"> <li>○ <i>To get used to writing this way let’s practice saying it. Repeat after me and try to use the same expression.....</i></li> <li>○ <i>Partner A, please turn to Partner B and repeat my model to Partner B.</i></li> </ul> </li> <li>• Repeat with additional written models as necessary.</li> </ul>	<p>(Language Function = Justify, Argue,)</p> <p><i>Writers need to <b>justify</b> 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"> <li>• Direct attention to targeted form in your model.               <ul style="list-style-type: none"> <li>○ <i>I used the present-tense verb ‘believe’ in my opinion sentence. Some other verbs I could have used are think and feel.</i></li> </ul> </li> <li>• Practice using the forms orally.               <ul style="list-style-type: none"> <li>○ <i>Let’s repeat my sentence replacing ‘believe’ with these other verbs. Repeat after me....</i></li> </ul> </li> <li>• Provide additional written examples and language practice opportunities as necessary.</li> <li>• Using frames (sentence, paragraph) that include the forms, ask student to write their own sentences.               <ul style="list-style-type: none"> <li>○ I _____ (present tense verb – believe, think, feel) _____ should _____.</li> </ul> </li> <li>• Practice the sentences students write verbally with a partner.               <ul style="list-style-type: none"> <li>○ Partner A: Read your sentence to your partner. Partner B: Restate your partner’s response or idea.</li> </ul> </li> </ul>	<p><b>Target Form - Present Tense Verbs</b></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"> <li>• Use a strategy to verify students understand the process and expected outcomes.               <ul style="list-style-type: none"> <li>○ Preselect students to share responses, partner nominations, name cards, etc.</li> </ul> </li> </ul>	

## 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"> <li>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.</li> <li>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.</li> <li>3. Next, have students chorally read each line of the word bank. Repeat if needed to build automaticity.</li> </ol>
First Read	<ol style="list-style-type: none"> <li>1. Read the title aloud.</li> <li>2. Chorally read the text.</li> </ol>
Second/Third Read	<p><b>On-Level or Above Level:</b> 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><b>Below Level:</b> 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>



# Language for Class Discussions

## 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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# Language for Collaboration

## 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.

<b>Word</b>	<b>Meaning</b>	<b>Examples</b>
<p style="text-align: center;"><b>aquarium</b> a•quar•i•um noun</p>  <p>_____</p>	<p>1. Building used for showing collections of live _____, water animals, and water plants</p> 	<p>My daughter loves to watch the _____ at the <b>aquarium</b>.</p> <p>My favorite creature to see at the <b>aquarium</b> is _____.</p> 
<p style="text-align: center;"><b>dolphins</b> dol•phins noun</p>  <p>_____</p>	<p>1. A small, usually gray sea mammal related to whales with a rounded _____.</p> 	<p><b>Dolphins</b> have beaklike _____.</p> <p>She got to _____ with <b>dolphins</b> at Sea World.</p> 

*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)
<p><b>SL.2.1</b> 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.</p>	<ul style="list-style-type: none"> <li>• Student <b>sometimes</b> follows agreed-upon rules for discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student follows agreed-upon rules for discussions</li> <li>• Student <b>builds on others'</b> talk in conversations by linking their comments to the remarks of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Student follows agreed-upon rules for discussions</li> <li>• Student <b>builds on others'</b> talk in conversations by linking their comments to the remarks of others.</li> <li>• Student <b>asks for clarification</b> and further explanation as needed about the topics and texts under discussion.</li> </ul>
<p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media formats.</p>	<ul style="list-style-type: none"> <li>• Student recounts or describes <b>details</b> from a text read aloud or information presented orally or through other media formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Student <b>sometimes</b> recounts or describes <b>key ideas</b> or details from a text read aloud or information presented orally or through other media formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Student <b>consistently</b> recounts or describes key ideas or details from a text read aloud or information presented orally or through other media formats.</li> </ul>
<p><b>SL.2.3</b> 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>	<ul style="list-style-type: none"> <li>• Student <b>asks questions</b> about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Student <b>asks and answers</b> questions about what a speaker says in order to clarify comprehension, gather additional information.</li> </ul>	<ul style="list-style-type: none"> <li>• Student asks and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or <b>deepen understanding of a topic or issue.</b></li> </ul>
<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> <li>• Student tells a story or recounts an experience with <b>descriptive details with some coherent sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Student tells a story or recounts <b>an experience</b> with descriptive details in <b>coherent sentences.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Student tells a story or recounts an experience with <b>appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b></li> </ul>

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

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.

We can help animals stay alive by \_\_\_\_\_.

Biologists help us to \_\_\_\_\_ we can use this knowledge to \_\_\_\_\_.

How can people help animals in danger?  
(Question of the Week)

Conservation with natural habitat will help animals by \_\_\_\_\_. We can support this conservation effort by \_\_\_\_\_.

It is important to help animals because \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

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### Basic Guidelines:

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Second/Third Read	<p><b>On-Level or Above Level:</b> 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><b>Below Level:</b> 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.</p> <p>Then, have students practice retelling the story in sequence.</p> <p>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 2<sup>nd</sup> 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.

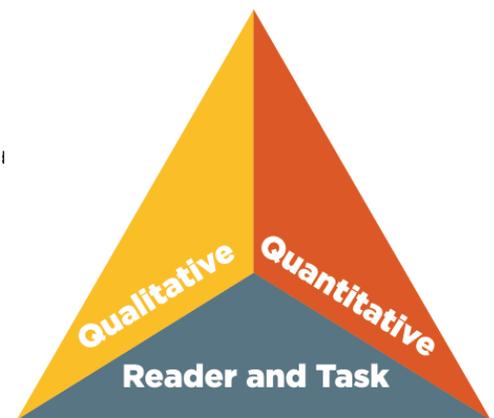
Grade Band in the Standards	Utah Core Standards Lexile Bands
K-1	NA
2-3	450-790
4-5	770-980

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.



**(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 not 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.

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

<b>Dates</b>	AUG 24 – OCT 7	OCT 10– DEC 2	DEC 5– FEB 3	FEB 6 – MAR 17	MAR 20 – MAY 5	MAY 8 – JUNE 7
<b>Instructional Days</b>	30 days	34 days	35 days	27 days	30 days	21 days
<b>Unit</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>Big Question</b>	<b>What can we learn from exploring new places and things?</b>	<b>How can we work together?</b>	<b>What does it mean to be creative?</b>	<b>How do things change? How do they stay the same?</b>	<b>What does it mean to be responsible?</b>	<b>Are traditions and celebrations important in our lives?</b>
<b>JGB</b>	<ul style="list-style-type: none"> <li>• Magic School Bus Lost in the Solar System (NF)</li> <li>• The Disappearing Mountain (NF)</li> <li>• Ant Cities (NF)</li> <li>• The Girl and the Chenoo (F)</li> <li>• My Great Grandmother’s Gourd (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Titanic (NF)</li> <li>• Escape North! The Story of Harriet Tubman (NF)</li> <li>• Pablo Picasso (NF)</li> <li>• The Happy Lion (F)</li> <li>• Fishing Day (F)</li> </ul>	<ul style="list-style-type: none"> <li>• George Washington Carver (NF)</li> <li>• The Jade Stone (F)</li> <li>• Anancy and Dog and Puss and Friendship (F)</li> <li>• Carlos and the Cornfield (F)</li> <li>• Perfect Crane (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Pink Snow (NF)</li> <li>• Magic School Bus: At the Waterworks (NF)</li> <li>• What Makes a Magnet (NF)</li> <li>• Jack and the Beanstalk(F)</li> <li>• Hurricane Flowers (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Volcanoes and Other Disasters (NF)</li> <li>• Catalog Cats/Our Garden (F)</li> <li>• Erandi’s Braids (F)</li> <li>• The Invisible Hunters (F)</li> <li>• The Velveteen Rabbit (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Boy, Were We Wrong About Dinosaurs (NF)</li> <li>• Miss Maggie (F)</li> <li>• The Wedding Basket-African (F)</li> <li>• The Wise Little Toad (F)</li> <li>• Doodle Flute (F)</li> </ul>
<b>Extended Learning</b>	Teacher’s Choice	Story Weavers	Story Weavers	Story Weavers	Teacher’s Choice	Teacher’s Choice
<b>Research and Inquiry Skill for Content Integration</b>	<ul style="list-style-type: none"> <li>• Media Center/Library</li> <li>• Reference Sources</li> <li>• Personal Sources</li> <li>• Parts of a Book</li> <li>• Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Taking Notes</li> <li>• Timeline</li> <li>• Chapter Headings</li> <li>• Encyclopedia</li> <li>• Reading a Webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Graph</li> <li>• Newspapers</li> <li>• Interview</li> <li>• Index</li> <li>• Search Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Thesaurus</li> <li>• Personal Sources</li> <li>• Diagram</li> <li>• Email</li> <li>• Natural and Personal Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Online Dictionaries</li> <li>• Bar Graphs</li> <li>• Online References</li> <li>• Table</li> <li>• Evaluate Online Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Globe</li> <li>• Chart</li> <li>• Interview and Natural Sources</li> <li>• Schedule</li> </ul>

<b>Target Skills &amp; Strategies</b>	<ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• Plot</li> <li>• Theme</li> <li>• Main Idea</li> <li>• Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Compare and Contrast</li> <li>• Main Idea and Supporting Details</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Drawing Conclusions</li> <li>• Author's Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Fact &amp; Opinion</li> <li>• Sequence/ Plot</li> <li>• Generalize</li> </ul>	<ul style="list-style-type: none"> <li>• Main Idea and Supporting Details</li> <li>• Cause and Effect</li> <li>• Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• Plot &amp; Theme</li> </ul>
<b>Phonics/ Word Analysis</b>	<p>Short Vowels, Consonants VC/CV, VCC/V, Long Vowels VCe, Consonant Blends, Inflected Endings, Consonant Digraphs</p>	<p>Vowels: r-controlled <i>ar, or, ore, oar, er, ir, ur</i> Contractions, Plurals, Vowel Patterns <i>a, ai, ay</i></p>	<p>Vowel Patterns: <i>e, ee, ea, y, o, oa, ow, i, ie, igh, y</i> Compound Words, Comparative Endings</p>	<p>Final Syllable <i>-le</i>, Vowel Patterns <i>oo, u</i>, Diphthongs <i>ou, ow, oi, oy</i>, Syllable Patterns, Vowel Digraphs <i>oo, ue, ew, ui</i></p>	<p>Suffixes: <i>-ly, -ful, -er, -or, -ish</i>, Vowel Digraphs: <i>loo, ue, ew, ui</i>, Prefixes: <i>un-, re-, pre-, dis-</i>, Consonant Patterns: <i>kn, wr, gn, mb, ph, gh, ck, ng</i> Vowel Patterns: <i>aw, au, au(gh)</i></p>	<p>Inflected Endings, Abbreviations, Final Syllables: <i>-tion, -ture, -ion</i>, Suffixes: <i>-ness, -less, -able, -ible</i>, Prefixes: <i>mis-, mid-, micro-, non-</i></p>
<b>Writing Focus</b>	<p>Narrative</p>	<p>Informative/ Explanatory</p>	<p>Opinion</p>	<p>Informative/ Explanatory</p>	<p>Narrative</p>	<p>Opinion</p>

2016-17 Year At A Glance 2<sup>nd</sup> Grade  
Reading Street Schedule

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

# SALTA 2<sup>nd</sup> Grade Scope and Sequence

Unit 1: August 24-October 7

Flexible Pacing: 30 instructional days

Unit 1 Theme: Exploration				
Big Question	Targeted Comprehension Skill/Strategy	Writing <small>from <u>Writing to Sources</u></small>	Report Card Learning Targets	
What can we learn from exploring new places and things?	<ul style="list-style-type: none"> <li>Character/Setting/Plot/Theme</li> <li>Main Idea</li> <li>Sequence</li> </ul>	NARRATIVE	<b>I can...</b> <ul style="list-style-type: none"> <li>Engage effectively in conversations by following discussion rules, building upon other’s ideas, and asking for clarification</li> <li>Ask and answer questions to demonstrate understanding</li> <li>Identify the main idea of a text</li> <li>Recognize the structure (e.g., sequence, diagram, captions)</li> <li>Write narrative text to recount events</li> <li>Use grammar skills when writing or speaking</li> <li>Recognize and apply grade-level phonics in 1-2 syllable words</li> </ul>	
<b>Extended Learning</b> <small>Teacher’s Choice</small>	<b>Research &amp; Inquiry Skill for Content Integration</b> <ul style="list-style-type: none"> <li>Media Center/Library</li> <li>Reference Sources</li> <li>Personal Sources</li> <li>Parts of a Book</li> <li>Maps</li> </ul>	<b>JGB</b> <ul style="list-style-type: none"> <li>Magic School Bus Lost in the Solar System (NF)</li> <li>The Disappearing Mountain (NF)</li> <li>Ant Cities (NF)</li> <li>The Girl and the Chenoo (F)</li> <li>My Great Grandmother’s Gourd (F)</li> </ul>		
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <b>a)</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>RL &amp; RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. <b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>RI.2.3</b> Describe how characters in a story respond to major events and challenges. <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>W.2.3</b> 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. <b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>i)</b> 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	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a)</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. <b>f)</b> Recognize and read grade-appropriate irregularly spelled words.

<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		<p>little boy).</p> <p>a) Fluently, independently, and legibly write all upper and lowercase letters.</p>	
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	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	What can we learn from exploring different communities?	The Twin Club	Short Vowel and Consonants VC/CV VCCV
Week 2	What can we learn by exploring space?	Exploring Space with an Astronaut	Long Vowels VCe
Week 3	What can we discover by exploring nature?	Henry and Mudge and the Starry Night	Consonant Blends
Week 4	What can we learn by exploring the desert?	A Walk in the Desert	Inflected Endings
Week 5	How does exploration help us find answers?	The Strongest One	Consonant Digraphs
Week 6	Interactive Review (Flexible Pacing)		Review

**Targeted Technology Standard**

**ISTE #6 Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

- Understand and use technology systems
- Select and use applications effectively and productively
- Troubleshoot systems and applications
- Transfer current knowledge to learning of new technologies

**Content Integration**

(additional resources found in Content Integration Map)

**Social Studies Connections**

**Science Connections**

**Week 4:** A Walk in the Desert

**Week 2:** Exploring Space with an Astronaut & A Trip to Space Camp

**Week 3:** Henry & Mudge and the Starry Night

# SALTA 2<sup>nd</sup> Grade Scope and Sequence

Unit 2: October 10- December 2

Flexible Pacing: 34 instructional days

## Unit 2 Theme: Working Together

Big Question	Targeted Comprehension Skill/Strategy	Writing <small>from <u>Writing to Sources</u></small>	Report Card Learning Targets		
How can we work together?	<ul style="list-style-type: none"> <li>Cause and Effect</li> <li>Compare and Contrast</li> <li>Main Idea and Supporting Details</li> </ul>	INFORMATIVE/ EXPLANATORY	<b>I can...</b> <ul style="list-style-type: none"> <li>Engage effectively in conversations by following discussion rules, building upon other’s ideas, and asking for clarification</li> <li>Identify the main idea of a text</li> <li>Recognize the structure (e.g., sequence, diagram, captions)</li> <li>Compare and contrast two individuals, events, stories, or ideas</li> <li>Write informational texts to convey ideas</li> <li>Use grammar skills when writing or speaking</li> <li>Recognize and apply grade-level phonics in 1-2 syllable words</li> <li>Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension</li> </ul>		
Extended Learning Story Weavers	<b>Research &amp; Inquiry Skill for Content Integration</b> <ul style="list-style-type: none"> <li>Taking Notes</li> <li>Timeline</li> <li>Chapter Headings</li> <li>Encyclopedia</li> <li>Reading a Webpage</li> </ul>	<b>JGB</b> <ul style="list-style-type: none"> <li>Titanic (NF)</li> <li>Escape North! The Story of Harriet Tubman (NF)</li> <li>Pablo Picasso (NF)</li> <li>The Happy Lion (F)</li> <li>Fishing Day (F)</li> </ul>			
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS	
<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <b>a)</b> Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.3</b> Ask and answer	<b>RI.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RI.2.3</b> Describe how characters in a story respond to major events and challenges. <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>RI.2.9</b> Compare and contrast two or	<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>d)</b> Use collective nouns. <b>e)</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). <b>f)</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i> ) <b>L.2.2</b> Demonstrate command	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>b)</b> Know spelling-sound correspondences for additional common vowel teams. <b>c)</b> Decode words with common prefixes and suffixes. <b>RF.2.4</b> Read with	

questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.		of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>b)</b> Use an apostrophe to form contractions and frequently occurring possessives.	sufficient accuracy and fluency to support comprehension. <b>a)</b> Read grade-level text with purpose and understanding.
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	Question of the Week	Main Selection	Target Phonics/ Word Analysis
<b>Week 1</b>	How can we help each other in dangerous situations?	Tata and Tiree, Fearless Friends	Vowels: r-controlled ar, or, ore, oar
<b>Week 2</b>	How has working together changed history?	Abraham Lincoln	Contractions
<b>Week 3</b>	How can we work together to meet people’s needs?	Scarcity	Vowels: r-controlled er, ir, ur
<b>Week 4</b>	Why is it a good idea to work together?	The Bremen Town Musicians	Plurals
<b>Week 5</b>	How can we work together to solve problems?	One Good Turn Deserves Another	Vowel Patterns a, ai, ay
<b>Week 6</b>	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
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<b>Week 3:</b> <u>Scarcity</u> <b>Week 3:</b> <u>Goods and Services</u>	N/A
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# SALTA 2<sup>nd</sup> Grade Scope and Sequence

Unit 3: December 5 – February 3

Flexible Pacing: 35 instructional days

## Unit 3 Theme: Creative Ideas

Unit 3 Theme: Creative Ideas				
Big Question	Targeted Comprehension Skill/Strategy	Writing <small>from <u>Writing to Sources</u></small>	Report Card Learning Targets	
What does it mean to be creative?	<ul style="list-style-type: none"> <li>Sequencing</li> <li>Drawing Conclusions</li> <li>Author’s Purpose</li> </ul>	OPINION	<b>I can...</b> <ul style="list-style-type: none"> <li>Engage effectively in conversations by following discussion rules, building upon other’s ideas, and asking for clarification</li> <li>Ask and answer questions to demonstrate understanding</li> <li>Recognize the structure (e.g., sequence, diagram, captions)</li> <li>Write opinion pieces using reasons</li> <li>Use grammar skills when writing or speaking</li> <li>Recognize and apply grade-level phonics in 1-2 syllable words</li> <li>Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension</li> </ul>	
<b>Extended Learning</b> Story Weavers	<b>Research &amp; Inquiry Skill for Content Integration</b> <ul style="list-style-type: none"> <li>Picture Graph</li> <li>Newspapers</li> <li>Interview</li> <li>Index</li> <li>Search Internet</li> </ul>	<b>JGB</b> <ul style="list-style-type: none"> <li>George Washington Carver (NF)</li> <li>The Jade Stone (F)</li> <li>Anancy and Dog and Puss and Friendship (F)</li> <li>Carlos and the Cornfield (F)</li> <li>Perfect Crane (F)</li> </ul>		
Targeted ELA Standards: <b>SPEAKING &amp; LISTENING</b>	Targeted ELA Standards: <b>READING</b>	Targeted ELA Standards: <b>WRITING</b>	Targeted ELA Standards: <b>LANGUAGE</b>	Targeted ELA Standards: <b>FOUNDATIONAL SKILLS</b>
<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <b>c)</b> Ask for clarification and further explanation as needed about the topics and texts under discussion. <b>SL.2.3</b> Ask and answer questions about what a	<b>RL&amp;RI.2.1</b> Ask & answer such questions as <i>who, what, where, when, why, &amp; how</i> to demonstrate understanding of key details in a text. <b>RI.2.3</b> Describe how characters in a story respond to major events & challenges. <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>RI.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>W.2.1</b> 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. <b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a)</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). <b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>b)</b> Know spelling-sound correspondences for additional common vowel teams. <b>c)</b> Decode regularly spelled two-syllable words with long vowels. <b>d)</b> Decode words with common prefixes and suffixes.

speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	<p><b>RI.2.5</b> Know &amp; 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</p> <p><b>RI. 2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p><b>RI.2.7</b> Use information gained from the illustrations &amp; words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to &amp; clarify a text.</p>		<p>meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>d)</b> Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>b)</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
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	Question of the Week	Main Selection	Target Phonics/Word Analysis
<b>Week 1</b>	When does support from others help with a creative idea?	Pearl and Wagner: Two Good Friends	Vowel Patterns e, ee, ea, y
<b>Week 2</b>	In what creative ways do we communicate?	Dear Juno	Vowel Patterns o, oa, ow
<b>Week 3</b>	How can creative thinking solve a problem?	Anansi Goes Fishing	Compound Words
<b>Week 4</b>	When does a creative idea lead to a surprise?	Rose and Blanca	Vowel Patterns i, ie, igh, y
<b>Week 5</b>	Where do creative ideas come from?	A Weed is a Flower	Comparative Endings -er, -est
<b>Week 6</b>	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.

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

**Content Integration**  
(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
<p><b>Week 2:</b> <u>Dear Juno</u></p> <p><b>Week 3:</b> <u>Anansi Goes Fishing</u></p>	N/A

# SALTA 2<sup>nd</sup> Grade Scope and Sequence

Unit 4: February 6 – March 17

Flexible Pacing: 27 instructional days

## Unit 4 Theme: Our Changing World

Unit 4 Theme: Our Changing World				
Big Question	Targeted Comprehension Skill/Strategy	Writing <small>from <u>Writing to Sources</u></small>	Report Card Learning Targets	
How do things change? How do they stay the same?	<ul style="list-style-type: none"> <li>Fact &amp; Opinion</li> <li>Sequence/Plot</li> <li>Generalize</li> </ul>	INFORMATIVE	<b>I can...</b> <ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding</li> <li>Recognize the structure (e.g., sequence, diagram, captions)</li> <li>Write informational texts to convey ideas</li> <li>Use grammar skills when writing or speaking</li> <li>Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases</li> <li>Recognize and apply grade-level phonics in 1-2 syllable words</li> <li>Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension</li> </ul>	
<b>Extended Learning</b> Story Weavers	<b>Research &amp; Inquiry Skill</b> <ul style="list-style-type: none"> <li>Thesaurus</li> <li>Personal Sources</li> <li>Diagram</li> <li>Email</li> <li>Natural and Personal Sources</li> </ul>	<b>JGB</b> <ul style="list-style-type: none"> <li>Pink Snow (NF)</li> <li>Magic School Bus: At the Waterworks (NF)</li> <li>What Makes a Magnet (NF)</li> <li>Jack and the Beanstalk(F)</li> <li>Hurricane Flowers (F)</li> </ul>		
Targeted ELA Standards: <b>SPEAKING &amp; LISTENING</b>	Targeted ELA Standards: <b>READING</b>	Targeted ELA Standards: <b>WRITING</b>	Targeted ELA Standards: <b>LANGUAGE</b>	Targeted ELA Standards: <b>FOUNDATIONAL SKILLS</b>
<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>RI &amp; RI.2.1</b> Ask & answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , & <i>how</i> to demonstrate understanding of key details in a text. <b>RI.2.3</b> Describe how characters in a story respond to major events & challenges. <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or	<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>c)</b> Use adjectives and adverbs, and choose between them depending on what is to be modified. <b>L.2.4</b> 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. <b>b)</b> Use sentence-level context as a clue to the meaning of a word or	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>b)</b> Know spelling-sound correspondences for additional common vowel teams. <b>c)</b> Decode words with common prefixes and

	<p>concepts, or steps in technical procedures in a text.</p> <p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story &amp; the ending concludes the action.</p> <p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p><b>W.2.7</b> 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).</p>	<p>phrase.</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>b)</b> Distinguish shades of meaning among...closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p><b>L.2.6</b> 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., <i>When other kids are happy that makes me happy</i>).</p>	<p>suffixes.</p> <p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>c)</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
	<b>Question of the Week</b>	<b>Main Selection</b>	<b>Target Phonics/Word Analysis</b>	
<b>Week 1</b>	How can familiar things help us with changes?	A Froggy Fable	Final Syllable -le	
<b>Week 2</b>	How do plants change over time?	Life Cycle of a Pumpkin	Vowel Patterns oo, u	
<b>Week 3</b>	What changes occur under the ground?	Soil	Diphthongs ou, ow, oi, oy	
<b>Week 4</b>	Why are some changes difficult?	The Night the Moon Fell	Syllable Patterns	
<b>Week 5</b>	How do changes in the weather affect us?	The First Tortilla	Vowel Digraphs oo, ue, ew, ui	
<b>Week 6</b>	Interactive Review		Review	
<b>Targeted Technology Standard</b>				
<p><b>ISTE #2 Communication and Collaboration:</b> 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.</p> <ul style="list-style-type: none"> <li>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</li> <li>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</li> <li>c. Develop cultural understanding and global awareness by engaging with learners of other cultures</li> <li>d. Contribute to project teams to produce original works or solve problems</li> </ul>				
<b>Content Integration</b> (additional resources found in Content Integration Map)				
<b>Social Studies Connections</b>			<b>Science Connections</b>	
Week 4: <u>The Night the Moon Fell</u>			Week 2: <u>Life Cycle of a Pumpkin</u> Week 3: <u>Soil</u>	

# SALTA 2<sup>nd</sup> Grade Scope and Sequence

Unit 5: March 20 – May 5

Flexible Pacing: 30 instructional days

## Unit 5 Theme: Responsibility

Unit 5 Theme: Responsibility				
Big Question	Targeted Comprehension Skill/Strategy	Writing <small>from <u>Writing to Sources</u></small>	Report Card Learning Targets	
What does it mean to be responsible?	<ul style="list-style-type: none"> <li>Main Idea and Supporting Details</li> <li>Cause and Effect</li> <li>Compare and Contrast</li> </ul>	NARRATIVE	<b>I can...</b> <ul style="list-style-type: none"> <li>Identify the main idea of a text</li> <li>Recognize the structure (e.g., sequence, diagram, captions)</li> <li>Write narrative text to recount events</li> <li>Use grammar skills when writing or speaking</li> <li>Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases</li> <li>Recognize and apply grade-level phonics in 1-2 syllable words</li> </ul>	
<b>Extended Learning</b> <small>Teacher's Choice</small>	<b>Research &amp; Inquiry Skill</b> <ul style="list-style-type: none"> <li>Online Dictionaries</li> <li>Bar Graphs</li> <li>Online References</li> <li>Table</li> <li>Evaluate Online Sources</li> </ul>	<b>JGB</b> <ul style="list-style-type: none"> <li>Volcanoes and Other Disasters (NF)</li> <li>Catalog Cats/Our Garden (F)</li> <li>Erandi's Braids (F)</li> <li>The Invisible Hunters (F)</li> <li>The Velveteen Rabbit (F)</li> </ul>		
Targeted ELA Standards: <b>SPEAKING &amp; LISTENING</b>	Targeted ELA Standards: <b>READING</b>	Targeted ELA Standards: <b>WRITING</b>	Targeted ELA Standards: <b>LANGUAGE</b>	Targeted ELA Standards: <b>FOUNDATIONAL SKILLS</b>
<b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>SL.2.5</b> 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.	<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>RI.2.3</b> Describe how characters in a story respond to major events and challenges. <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>W.2.3</b> 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. <b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>b)</b> Use an apostrophe to form contractions and frequently occurring possessives. <b>c)</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ). <b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>d)</b> Decode words with common prefixes and suffixes. <b>e)</b> Identify words with inconsistent but common spelling-sound correspondences.

	<p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p>		<p>flexibly from an array of strategies.</p> <p><b>d)</b> Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>b)</b> Produce grade-appropriate text using legible writing.</p> <p><b>c)</b> Understand that cursive is different from manuscript.</p>	
	<b>Question of the Week</b>	<b>Main Selection</b>	<b>Target Phonics/Word Analysis</b>	
<b>Week 1</b>	Why should we be responsible for doing a good job?	Fire Fighter!	Suffixes: -ly, -ful, -er, -or, -ish	
<b>Week 2</b>	How can we be responsible community members?	Carl the Complainer	Prefixes: un-, re-, pre-, dis-	
<b>Week 3</b>	How can we be responsible animal owners?	Bad Dog, Dodger!	Consonant Patterns: kn, wr, gn, mb	
<b>Week 4</b>	How can we be responsible friends and neighbors?	Horace and Morris but Mostly Dolores	Consonant Patterns: ph, gh, ck, ng	
<b>Week 5</b>	How can we be responsible when we make a mistake?	The Signmaker's Assistant	Vowel Patterns: aw, au, au (gh), al	
<b>Week 6</b>	Interactive Review		Review	
<b>Targeted Technology Standard</b>				
<p><b>ISTE #1 Creativity and Innovation:</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <ul style="list-style-type: none"> <li>a. Apply existing knowledge to generate new ideas, products, or processes</li> <li>b. Create original works as a means of personal or group expression</li> <li>c. Use models and simulations to explore complex systems and issues</li> <li>d. Identify trends and forecast possibilities</li> </ul>				
<b>Content Integration</b>				
(additional resources found in Content Integration Map)				
<b>Social Studies Connections</b>			<b>Science Connections</b>	
<p>Week 1: <u>Fire Fighter!</u></p> <p>Week 3: <u>Bad Dog, Dodger!</u></p> <p>Week 5: <u>The Signmaker's Assistant</u></p>				

# SALTA 2<sup>nd</sup> Grade Scope and Sequence

Unit 6: May 8 – June 7

Flexible Pacing: 21 instructional days

Unit 6 Theme: Traditions				
Big Question	Targeted Comprehension Skill/Strategy	Writing <small>from <u>Writing to Sources</u></small>	Report Card Learning Targets	
Are traditions and celebrations important in our lives?	<ul style="list-style-type: none"> <li>Author’s Purpose</li> <li>Compare and Contrast</li> <li>Plot and Theme</li> <li>Cause and Effect</li> </ul>	OPINION	<b>I can...</b> <ul style="list-style-type: none"> <li>Engage effectively in conversations by following discussion rules, building upon other’s ideas, and asking for clarification</li> <li>Compare and contrast two individuals, events, stories, or ideas</li> <li>Write opinion pieces using reasons</li> <li>Use grammar skills when writing or speaking</li> <li>Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases</li> <li>Recognize and apply grade-level phonics in 1-2 syllable words</li> </ul>	
<b>Extended Learning</b> <small>Teacher’s Choice</small>	<b>Research &amp; Inquiry Skill</b> <ul style="list-style-type: none"> <li>Globe</li> <li>Chart</li> <li>Interview and Natural Sources</li> </ul>	<b>JGB</b> <ul style="list-style-type: none"> <li>Boy, Were We Wrong About Dinosaurs (NF)</li> <li>Miss Maggie (F)</li> <li>The Wedding Basket-African (F)</li> <li>The Wise Little Toad (F)</li> <li>Doodle Flute (F)</li> </ul>		
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups <b>b)</b> Build on others' talk in conversations by linking their comments to the remarks of others. <b>SL.2.6</b> Produce complete sentences when appropriate to	<b>RL &amp; RL.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. <b>RL.2.3</b> Describe how characters in a story respond to major events and challenges. <b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>RI.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different	<b>W.2.1</b> 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. <b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>d)</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ). <b>L.2.2</b> Demonstrate command	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>d)</b> Decode words with common prefixes and suffixes. <b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension. <b>b)</b> Read grade-level text orally with accuracy, appropriate rate, and expression on

task and situation in order to provide requested detail or clarification.	voice for each character when reading dialogue aloud. <b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>RI.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	by revising and editing. <b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	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.	successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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	Question of the Week	Main Selection	Target Phonics/Word Analysis
<b>Week 1</b>	Why are sports traditions important in our country?	Just Like Josh Gibson	Inflected Endings
<b>Week 2</b>	What traditions and celebrations involve our country's flag?	Red, White, and Blue: The True Story of the American Flag	Abbreviations
<b>Week 3</b>	Why are family celebrations special?	A Birthday Basket for Tia	Final Syllables: -tion, -ture, -ion
<b>Week 4</b>	What can we learn about cowboy traditions?	Cowboys	Suffixes: -ness, -less, -able, -ible
<b>Week 5</b>	How are different traditions celebrated and shared?	Grace for President	Prefixes: mis-, mid-, micro-, non-
<b>Week 6</b>	Interactive Review		Review

### 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
<b>Week 1:</b> <u>Just Like Josh Gibson</u> <b>Week 2:</b> <u>Red, White and Blue: The Story of the American Flag; You're A Grand Old Flag</u> <b>Week 5:</b> <u>Grace for President</u>	

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

**INSTRUCTIONAL SORT**  
**2nd Grade**  
**FALL**

Refer to the DIBELSnet Pathways of Progress Report. Use that information to establish four groups. Select criterion report based on DIBELSnext benchmarks. 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.

<b>Group 1: Accurate &amp; Benchmark Rate</b> Benchmark Rate DORF Benchmark Rate Alphabetic Principle and Basic Phonics WWR	<b>Group 2: Accurate &amp; Below Benchmark Rate</b> Below Benchmark Rate DORF Benchmark Rate Alphabetic Principle and Basic Phonics WWR
<b>Group 3: Inaccurate &amp; Benchmark Rate</b> Benchmark Rate DORF Below Benchmark Rate Alphabetic Principle and Basic Phonics WWR	<b>Group 4: Inaccurate &amp; Below Benchmark Rate</b> Below Benchmark Rate DORF Below Benchmark Rate Alphabetic Principle and Basic Phonics WWR

## 2<sup>nd</sup> Grade

### Focus of Instruction & Materials

#### FALL

<p><b>Group 1:</b> Benchmark Rate DORF Benchmark Rate Alphabetic Principle and Basic Phonics WWR</p> <p><b>Focus of Instruction: Comprehension</b></p> <ul style="list-style-type: none"> <li>Monitoring for meaning</li> <li>Identifying, summarizing, and extending main ideas</li> <li>Self-monitoring and fix-up strategies and awareness of reading for understanding</li> <li>Teaching important words directly and word-learning strategies</li> <li>Extended reading and writing opportunities tied to Core subjects</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Literary and Informational Text</li> <li>Reading Street Small Group: Advanced Level lessons</li> <li>Word Study (vocabulary, derivations, etc.)</li> <li>Reading Street: Rtl Kit Comprehension and/or Vocabulary</li> <li>Reading Street: Research and Inquiry Lessons</li> </ul>	<p><b>Group 2:</b> Below Benchmark Rate DORF Benchmark Rate Alphabetic Principle and Basic Phonics WWR</p> <p><b>Focus of Instruction: Fluency</b></p> <ul style="list-style-type: none"> <li>Building automaticity, but do not ignore making meaning</li> <li>Repeated readings</li> <li>Word or phrase level automaticity in addition to passages, if necessary</li> <li>Grouping words to make meaning, pacing punctuation</li> <li>Read for main idea, summarizing, and/or text elements</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Street: Decodable Readers (Grades 2-3)</li> <li>Reading Street: Fluency passages</li> <li>Reading Street: Fresh Reads</li> <li>Reading Street Small Group: On-Level lessons (OL)</li> <li>Sight Words/Fry Phrases Speed Drills</li> <li>Reading Street: Rtl Kit Fluency</li> </ul>
<p><b>Group 3:</b> Benchmark Rate DORF Below Benchmark Rate Alphabetic Principle and Basic Phonics WWR</p> <p><b>Focus of Instruction: Digging Deeper into Needs</b></p> <ul style="list-style-type: none"> <li>Explicit modeling of accurate reading</li> <li>Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately.</li> <li>Challenge student to read a portion of the text with 2 or fewer errors</li> <li>Teach student to adjust rate of reading to type of text and purpose for reading</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Street: Decodable Readers (Grades 2-3)</li> <li>Reading Street: Phonics and Word Analysis</li> <li>Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>Reading Street: Fresh Reads</li> </ul>	<p><b>Group 4:</b> Below Benchmark Rate DORF Below Benchmark Rate Alphabetic Principle and Basic Phonics WWR</p> <p><b>Focus of Instruction: Phonics and/or Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Missing phonemic awareness skills</li> <li>Missing decoding skills</li> <li>Missing sight words skills</li> <li>Missing multi-syllabic decoding skills</li> <li>Applying skills to connected text at instructional level</li> <li>Building fluency at independent level</li> <li>Substantial practice applying phonics to new text and writing</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Street Decodable Readers (Grades 2-3)</li> <li>CSD Decodable Database</li> <li>Reading Street Phonics and Word Analysis</li> <li>Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities</li> <li>Reading Street: Rtl Kit Phonemic Awareness and/or Phonics and Decoding</li> <li>Sight Words/Fry Phrases Speed Drills</li> </ul>



# 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.

# 2 Grade 2 Beginning of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 52 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 52+	NWF–WWR 13+

Group 2: Additional support on the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 52)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 0–51	NWF–WWR 13+

Group 3: Additional support on the alphabetic principle and basic phonics skills		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 52 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 52+	NWF–WWR 0–12

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 52)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 0–51	NWF–WWR 0–12

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.  
 \*Flag low performance (below benchmark or well below benchmark) in Retell with an asterisk. ©Canyons School District SALTA ELA

**INSTRUCTIONAL SORT**  
**2nd Grade**  
**WINTER / SPRING**

Refer to the DIBELSnet Pathways of Progress Report. Use that information to establish four groups. Select criterion report based on DIBELSnext benchmarks. 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.

<p><b>Group 1: Accurate &amp; Benchmark Rate</b>  WINTER: Benchmark Rate DORF  Accuracy is 96% or Higher</p> <p>SPRING: Benchmark Rate DORF  Accuracy is 97% or Higher</p>	<p><b>Group 2: Accurate &amp; Below Benchmark Rate</b>  WINTER: Below Benchmark Rate DORF  Accuracy is 96% or Higher</p> <p>SPRING: Below Benchmark Rate DORF  Accuracy is 97% or Higher</p>
<p><b>Group 3: Inaccurate &amp; Benchmark Rate</b>  WINTER: Benchmark Rate DORF  Inaccurate—below 96%</p> <p>SPRING: Benchmark Rate DORF  Inaccurate—below 97%</p>	<p><b>Group 4: Inaccurate &amp; Below Benchmark Rate</b>  WINTER: Below Benchmark Rate DORF  Inaccurate—below 96%</p> <p>SPRING: Below Benchmark Rate DORF  Inaccurate—below 97%</p>

**2<sup>nd</sup> Grade**  
**Focus of Instruction & Materials**  
**WINTER / SPRING**

<p><b>Group 1:</b> Benchmark Rate DORF          Accuracy is 96% <b>Winter</b> or Higher          Accuracy is 97% <b>Spring</b> or Higher</p> <p><b>Focus of Instruction: Comprehension</b></p> <ul style="list-style-type: none"> <li>Monitoring for meaning</li> <li>Identifying, summarizing, and extending main ideas</li> <li>Self-monitoring and fix-up strategies and awareness of reading for understanding</li> <li>Teaching important words directly and word-learning strategies</li> <li>Extended reading and writing opportunities tied to Core subjects</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Literary and Informational Text</li> <li>Reading Street Small Group: Advanced Level lessons</li> <li>Word Study (vocabulary, derivations, etc.)</li> <li>Reading Street: RtI Kit Comprehension and/or Vocabulary</li> <li>Reading Street: Research and Inquiry Lessons</li> </ul>	<p><b>Group 2:</b> Below Benchmark Rate DORF          Accuracy is 96% <b>Winter</b> or Higher          Accuracy is 97% <b>Spring</b> or Higher</p> <p><b>Focus of Instruction: Fluency</b></p> <ul style="list-style-type: none"> <li>Building automaticity, but do not ignore making meaning</li> <li>Repeated readings</li> <li>Word or phrase level automaticity in addition to passages, if necessary</li> <li>Grouping words to make meaning, pacing punctuation</li> <li>Read for main idea, summarizing, and/or text elements</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Street: Decodable Readers (Grades 2-3)</li> <li>Reading Street: Fluency passages</li> <li>Reading Street: Fresh Reads</li> <li>Reading Street Small Group: On-Level lessons (OL)</li> <li>Sight Words/Fry Phrases Speed Drills</li> <li>Reading Street: RtI Kit Fluency</li> </ul>
<p><b>Group 3:</b> Benchmark Rate DORF          Inaccurate—below 96% <b>Winter</b>          Inaccurate—below 97% <b>Spring</b></p> <p><b>Focus of Instruction: Digging Deeper into Needs</b></p> <ul style="list-style-type: none"> <li>Explicit modeling of accurate reading</li> <li>Self-monitoring—table tap when student makes an error. This will help the student slow down and read more accurately.</li> <li>Challenge student to read a portion of the text with 2 or fewer errors</li> <li>Teach student to adjust rate of reading to type of text and purpose for reading</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Street: Decodable Readers (Grades 2-3)</li> <li>Reading Street: Phonics and Word Analysis</li> <li>Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>Reading Street: Fresh Reads</li> </ul>	<p><b>Group 4:</b> Below Benchmark Rate DORF          Inaccurate—below 96% <b>Winter</b>          Inaccurate—below 97% <b>Spring</b></p> <p><b>Focus of Instruction: Phonics and/or Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Missing phonemic awareness skills</li> <li>Missing decoding skills</li> <li>Missing sight words skills</li> <li>Missing multi-syllabic decoding skills</li> <li>Applying skills to connected text at instructional level</li> <li>Building fluency at independent level</li> <li>Substantial practice applying phonics to new text and writing</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>Reading Street Decodable Readers (Grades 2-3)</li> <li>CSD Decodable Database</li> <li>Reading Street Phonics and Word Analysis</li> <li>Reading Street Small Group: Strategic Intervention lessons (SI)</li> <li>Florida Center on Reading Research (FCRR)—Phonemic Awareness and Phonics Activities</li> <li>Reading Street: RtI Kit Phonemic Awareness and/or Phonics and Decoding</li> <li>Sight Words/Fry Phrases Speed Drills</li> </ul>



# 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.

# 2 Grade 2 Middle of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 21+)		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 72 or higher <i>and</i> DORF–Accuracy is 96% or higher)		
Name	DORF–Words Correct 72+	<i>and</i> DORF–Accuracy 96%+	Retell 21+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 72)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 96% or higher)		
Name	DORF–Words Correct 0–71	<i>and</i> DORF–Accuracy 96%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 72 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 72+	<i>and</i> DORF–Accuracy 0–95%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 72)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 96%)		
Name	DORF–Words Correct 0–71	<i>and</i> DORF–Accuracy 0–95%	

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

# 2 Grade 2 End of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support			
Reading Comprehension	At or Above Benchmark (Put a check mark in the Retell column if score is 27+)		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 87 or higher <i>and</i> DORF–Accuracy is 97% or higher)		
Name	DORF–Words Correct 87+	<i>and</i> DORF–Accuracy 97%+	Retell 27+

Group 2: Additional support on reading fluency skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 87)		
Accurate Reading of Connected Text	At or Above Benchmark (DORF–Accuracy is 97% or higher)		
Name	DORF–Words Correct 0–86	<i>and</i> DORF–Accuracy 97%+	

Group 3: Additional support on the accurate reading of connected text skills			
Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 87 or higher)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 87+	<i>and</i> DORF–Accuracy 0–96%	

Group 4: Additional support on the accurate and fluent reading of connected text skills			
Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 87)		
Accurate Reading of Connected Text	Below or Well Below Benchmark (DORF–Accuracy is below 97%)		
Name	DORF–Words Correct 0–86	<i>and</i> DORF–Accuracy 0–96%	

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

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

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

			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	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Teacher chooses students to model each expectation and routine while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn about the selected Practice Station #1 expectations and routines and discuss the importance of each with the whole group.</li> <li>➤ Individual students model for others what the expectations and routines look and sound like.</li> </ul>
7	25	Review expectations and routines for the Practice Station #1	<ul style="list-style-type: none"> <li>➤ Teacher reviews expectations and routines for small group time and the Practice Station #1 from Day 7.</li> <li>➤ Teacher chooses students to model some expectations and routines while the whole class watches.</li> <li>➤ Teacher has whole class practice performing that Practice Station #1.</li> <li>➤ Teacher monitors room; but does not engage with students.</li> <li>➤ Teacher ends small-group time with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn about the selected Practice Station #1 expectation and routines and discuss the importance of each with the whole group.</li> <li>➤ Individual students model for others what the expectation and routines look and sound like.</li> <li>➤ All students actively work on Practice Station #1.</li> <li>➤ Students actively participate in a debriefing session.</li> </ul>
<b>Phase II: Introduction: Multiple Tasks—Teacher Monitors</b>				
8	45	Practice with Independent Work and Practice Station #1	<ul style="list-style-type: none"> <li>➤ Teacher quickly reviews each of the expectations and routines for small-group time and the Practice Station #1.</li> <li>➤ Teacher chooses students to model some expectations and routines while the whole class watches.</li> <li>➤ Teacher introduces 2-3 independent seatwork tasks and the practice station activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students listen while teacher reviews expectations and routines.</li> <li>➤ Individual students are asked to model for others what some of the expectation and routines</li> </ul>

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

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

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

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

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

			<ul style="list-style-type: none"> <li>➤ 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).</li> <li>➤ Teacher monitors rooms, but does not engage with students.</li> <li>➤ Teacher ends small-group time with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Small groups work at each Practice Station</li> <li>➤ The remainder of the class works on independent tasks.</li> <li>➤ Students actively participate in a debriefing session.</li> </ul>
13	45-60	Introduce and Practice with Practice Station #4	<ul style="list-style-type: none"> <li>➤ Teacher introduces and explains each of the expectations and routines for Practice Station #4.</li> <li>➤ Teacher chooses students to model each expectation and routine while the whole class watches.</li> <li>➤ Teacher quickly reviews each of the expectation and routines for small-group time and Practice Stations #1-3 <b>as needed</b>.</li> <li>➤ Teacher chooses students to model some expectation and routines while the whole class watches.</li> <li>➤ 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).</li> <li>➤ Teacher monitors rooms, but does not engage with students.</li> <li>➤ Teacher ends small-group time with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students learn about Practice Station #4 expectations and routines and discuss the importance of each with the whole group.</li> <li>➤ Individual students model expectations and routines for others.</li> <li>➤ Small groups work at each Practice Station</li> <li>➤ The remainder of the class works on independent tasks.</li> <li>➤ Students actively participate in a debriefing session.</li> </ul>
<b>Phase III: Multiple Tasks—Teacher Pulls One Group</b>				
14	45-60	Introduce teacher working with small group	<ul style="list-style-type: none"> <li>➤ Teacher quickly reviews each of the expectations and routines for small-group time and Practice Stations as needed, emphasizing the “no interruption” concept.</li> <li>➤ Teacher chooses students to model some expectations and routines while the whole class watches.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students listen while teacher reviews expectations and routines.</li> <li>➤ Individual students are asked to model for others what some of the expectation and routines mean.</li> <li>➤ Students choose from Practice Station options.</li> </ul>

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

			<ul style="list-style-type: none"> <li>➤ Teacher gives the independent tasks for small-group time and the Practice Station options.</li> <li>➤ Teacher pulls one group for about 10-15 minutes to work with who needs reteaching/preteaching.</li> <li>➤ Teacher ends small-group time with a debriefing session with whole class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students move freely from independent tasks and Practice Stations following the directions the teacher has given.</li> <li>➤ Students actively participate in a debriefing session.</li> </ul>
15	45-60		<ul style="list-style-type: none"> <li>➤ Same as Day 14 above</li> </ul>	<ul style="list-style-type: none"> <li>➤ Same as Day 16 above</li> <li>➤</li> </ul>
<b>Phase IV: Multiple Tasks—Teacher Pulls Multiple Groups</b>				
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 <b>multiple groups</b> 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"><li>• Pre-test using spelling dictation for 5-7 words with students rewriting any word they missed correctly after each word is given.</li><li>• Spelling Dictation Routine Card #7 or Word Parts Strategy Routine Card #4</li><li>• Lesson in Reading Street with focus on the spelling pattern, rule or generalization</li></ul>
Day 2
<ul style="list-style-type: none"><li>• Teacher Created Word Sort (can be done as a practice station)<ul style="list-style-type: none"><li>• Possible Sorts:<ul style="list-style-type: none"><li>• Prefix/non-prefix or Suffix/no suffix</li><li>• Words related to the Question of the Week</li><li>• Syllable types</li></ul></li></ul></li></ul>
Day 3
<ul style="list-style-type: none"><li>• Student Created Word Sort (can be done as a practice station)<ul style="list-style-type: none"><li>• Possible Sorts:<ul style="list-style-type: none"><li>• Prefix/non-prefix or Suffix/no suffix</li><li>• Words related to the Question of the Week</li><li>• Syllable types</li></ul></li></ul></li></ul>
Day 4
<ul style="list-style-type: none"><li>• Spelling Dictation: 10-20 words from teacher and student generated lists with targeted spelling pattern</li></ul>

## 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.

### 1<sup>st</sup> 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.

### 2<sup>nd</sup> 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.

### 3<sup>rd</sup> Grade

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

### 4<sup>th</sup> Grade

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

### 5<sup>th</sup> 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"><li>• Students often enter kindergarten already knowing how to form some letters</li></ul>	<ul style="list-style-type: none"><li>• Smoother and faster transition to cursive</li></ul>
<ul style="list-style-type: none"><li>• More closely matches the print students are reading</li></ul>	<ul style="list-style-type: none"><li>• Reduces “b” and “d” letter confusion</li></ul>

*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** REPRODUCIBLE

a b c d e f g  
h i j k l m n  
o p q r s t u  
v w x y z

A B C D E F G  
H I J K L M N  
O P Q R S T U  
V W X Y Z , ' . ?

1 2 3 4 5 6  
7 8 9 10

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**D'Nealian™ Alphabet** REPRODUCIBLE

a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z , ' . ?

1 2 3 4 5 6  
7 8 9 10

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**D'Nealian™ Cursive** REPRODUCIBLE

a b c d e f g  
h i j k l m n  
o p q r s t u  
v w x y z

A B C D E F G  
H I J K L M N  
O P Q R S T U  
V W X Y Z , ' . ?

1 2 3 4 5 6  
7 8 9 10

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## 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*.

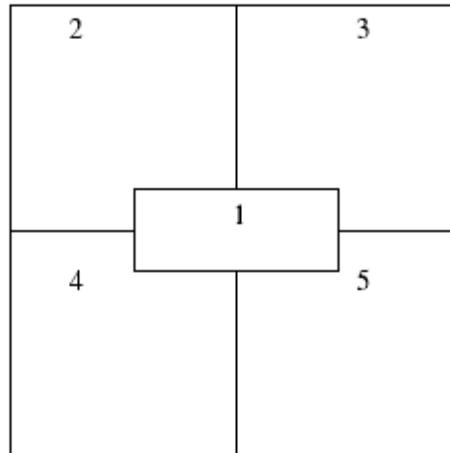
PRE WRITING	<b>Step 1</b>	<ul style="list-style-type: none"> <li>Identify the Focus RL/RI standard</li> <li>Identify the writing prompt [assessment]                             <ul style="list-style-type: none"> <li>Design exemplar anchor paper</li> <li>Plan a close read aligned to the standard and prompt</li> </ul> </li> </ul>	<p><b>Standards-Based Instructional Cycle</b></p> <p>Standards: What are students expected to know and do?</p> <p>Evidence-based Curriculum: What resources will be used to teach standards?</p> <p>Instruction: How will instruction be delivered to make the standards accessible and engaging?</p> <p>Assessment: How will students show progress toward mastery of the standards?</p> <p>Grading: How will progress toward mastery be reported?</p> <p>Scaffolding: What supports are necessary to ensure student progress, mastery or extension?</p> <p>CANYONS School District</p>
	<b>Step 2</b>	<ul style="list-style-type: none"> <li>Facilitate the close read (close read routine, ELA map)</li> <li>Annotate</li> <li>Note-taking using graphic organizer</li> <li>Discuss using “talk moves” (e.g., <i>Can you add on? Can you give more explanation? What can you conclude?</i>)</li> <li>Provide feedback opportunities (peer and/or teacher)</li> </ul>	
DRAFTING	<b>Step 3</b>	<ul style="list-style-type: none"> <li>Practice verbally “writing” using academic language frames for the text type, prior to four square organization</li> <li>Provide feedback opportunities (peer and/or teacher)</li> </ul>	
	<b>Step 4</b>	<ul style="list-style-type: none"> <li>Use core aligned <b>Four Square</b> (ELA map pg) to support students in organizing draft writing (with feedback)                             <ul style="list-style-type: none"> <li>Transitions</li> <li>Reasons</li> <li>Details</li> <li>Facts</li> <li>Evidence</li> <li>Examples</li> <li>Topic sentences (introductions)</li> <li>Conclusions</li> </ul> </li> </ul>	
REVISING	<b>Step 5</b>	<ul style="list-style-type: none"> <li>Self Revision of the four square</li> <li>Peer revision of the four square (with feedback)</li> <li>Teacher revision (could be optional)</li> <li>Repeat steps as needed (more evidence, transitions, facts, detail etc.)</li> </ul>	
PUBLISHING	<b>Optional Step 6</b>	<ul style="list-style-type: none"> <li>Written paragraph(s) (from four square)</li> <li>Revision</li> <li>Summative published document</li> <li>Summative score</li> </ul>	

## "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: \_\_\_\_\_

Introduce topic/name of book and state an opinion	Linking Word: Supporting Reason 1
Topic or Name of Book	
Linking Word: Supporting Reason 2	Linking Word: Conclusion

**Opinion Writing Rubric  
2<sup>nd</sup> Grade**

<b>Score</b>	<b>Statement of Purpose / Focus and Organization (4-point rubric)</b>	<b>Conventions/Editing (2-point rubric begins at score point 2)</b>
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>• Strong, clear Introduction of the topic/book they are writing about</li> <li>• States their opinion</li> <li>• Supplies reasons using text-evidence and organizes them well</li> <li>• Excellent use of linking words (e.g. because, and, also) to connect opinion and reasons</li> <li>• Provides closing statement or section that reiterates the key points</li> </ul>	
<b>3</b>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>• Introduces the topic/book they are writing about</li> <li>• States an opinion</li> <li>• Supplies reasons that support opinion</li> <li>• Uses linking words (e.g. because, and, also) to connect opinion and reasons</li> <li>• Provides a concluding statement/section</li> </ul>	
<b>2</b>	<p>The response is somewhat sustained, may have a minor drift in focus, an, may be missing some elements:</p> <ul style="list-style-type: none"> <li>• Unclear or unfocused topic or opinion</li> <li>• Supplies reasons, but some are unclear or irrelevant</li> <li>• Minimal or ineffective use of linking words</li> <li>• Unclear concluding statement/section</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• Consistent and correct use of punctuation, capitalization, and spelling</li> <li>• Uses a combination of simple and compound sentences.</li> <li>• Capitalizes the holidays, product names, and geographic names.</li> <li>• Uses an apostrophe for contractions and possessives</li> <li>• Uses commas in dates and to separate single words in a series</li> <li>• Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words</li> <li>• Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> </ul>
<b>1</b>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• Unclear or unfocused topic or opinion</li> <li>• Supplies one or no reasons</li> <li>• Absence of linking words</li> <li>• No concluding statement/section</li> </ul>	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> <li>• Errors in usage may obscure meaning</li> <li>• Inconsistent use of punctuation, capitalization, and spelling</li> </ul>
<b>0</b>		<p>The response demonstrates a lack of command of conventions.</p>
<b>NS</b>	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	

Name: \_\_\_\_\_

Introduce topic	Fact and Definition 1	
Fact and Definition 2	Topic	Conclusion

Name: \_\_\_\_\_

<p>Introduce topic: Different kinds of animals have different kinds of shelters to help them survive. Some examples of shelters are nests and hives.</p> <p>Possible Word Bank survive shelter home protect raise nest hive barn field</p>	<p>Fact and Definition 1</p> <p>Birds live in a home called a nest. Nests help birds to raise their young and protect them from danger.</p>
<p>Topic: Animal Shelters</p>	
<p>Fact and Definition 2</p> <p>Bees live in a home called a hive. The hive is maintained by the bees to keep it clean and warm. The hive is also where the bees make honey and protect their young.</p>	<p>Conclusion:</p> <p>Animal shelters provide a place to raise their young and be protected from danger.</p>

**Informative Writing Rubric**  
**2<sup>nd</sup> Grade**

<b>Score</b>	<b>Statement of Purpose / Focus and Organization (4-point rubric)</b>	<b>Conventions/Editing (2-point rubric begins at score point 2)</b>
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>• Strong, clear introduction to the topic</li> <li>• Uses 3 or more facts about the topic and interweaves them seamlessly</li> <li>• Provides a concluding statement or section that reiterates the key points</li> </ul>	
<b>3</b>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>• Introduces the topic</li> <li>• Uses 2 or more facts and definitions to develop points</li> <li>• Provides a concluding statement or section</li> </ul>	
<b>2</b>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• Unclear or unfocused topic</li> <li>• Confusing or irrelevant facts about the topic</li> <li>• Minimal or absent concluding statement or section</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• Consistent and correct use of punctuation, capitalization, and spelling</li> <li>• Uses a combination of simple and compound sentences.</li> <li>• Capitalizes the holidays, product names, and geographic names.</li> <li>• Uses an apostrophe for contractions and possessives</li> <li>• Uses commas in dates and to separate single words in a series</li> <li>• Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words</li> <li>• Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> </ul>
<b>1</b>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• No stated topic</li> <li>• No facts included</li> <li>• No sense of closure</li> </ul>	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> <li>• Errors in usage may obscure meaning</li> <li>• Inconsistent use of punctuation, capitalization, and spelling</li> </ul>
<b>0</b>		<p>The response demonstrates a lack of command of conventions.</p>
<b>NS</b>	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	

Name: \_\_\_\_\_

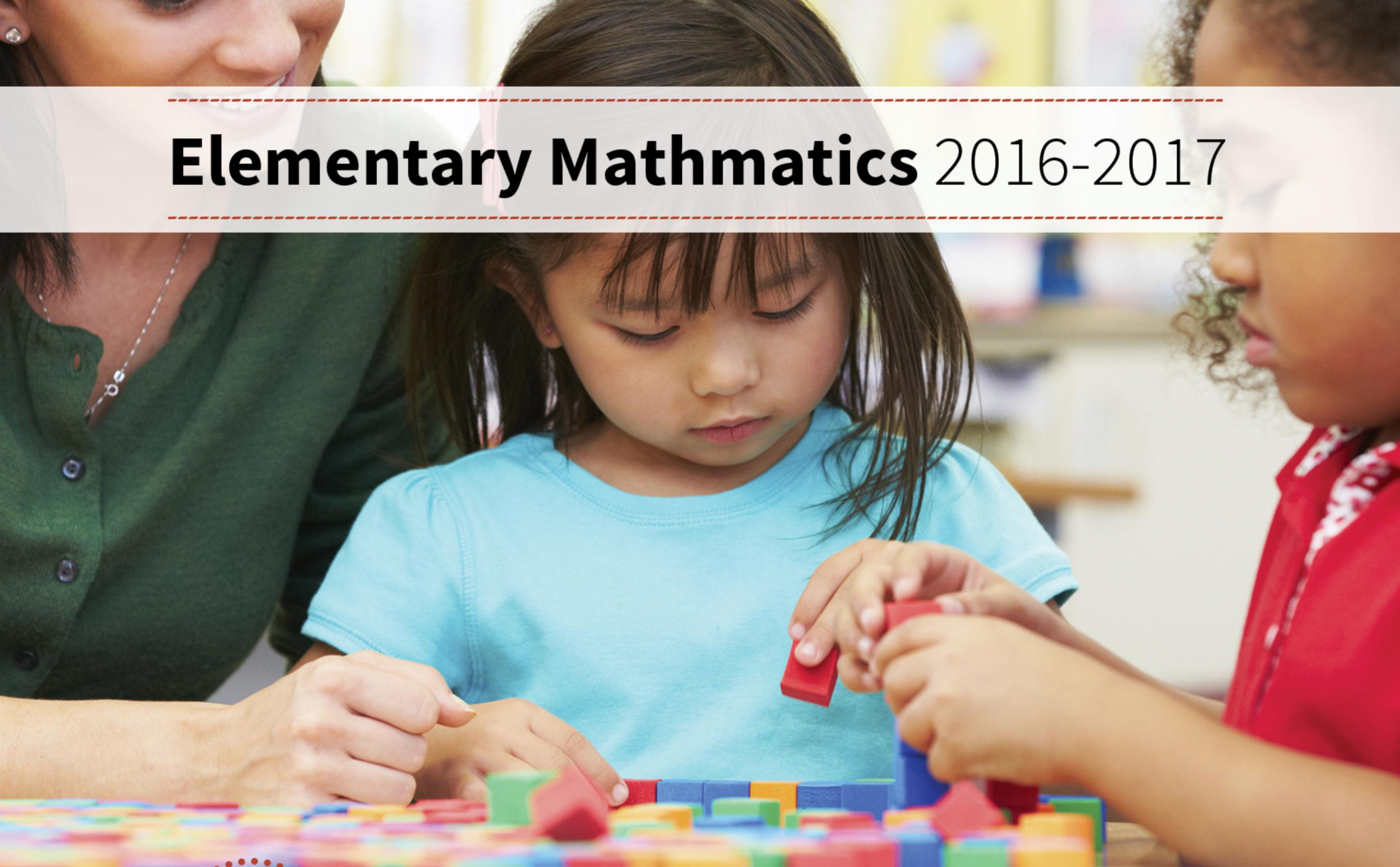
<p>Temporal Word: <i>(e.g., before, after, between, by, during, following, for, until)</i></p> <p>Actions, Thoughts &amp; Feelings:</p>	<p>Temporal Word:</p> <p>Action, Thoughts &amp; Feelings:</p>
<p>Title:</p>	
<p>Temporal Word:</p> <p>Actions, Thoughts &amp; Feelings:</p>	<p>Temporal Word:</p> <p>Conclusion:</p>

## 2<sup>nd</sup> Grade Narrative Writing Rubric

Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
<b>4</b>	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.
<b>3</b>	Narrative is mostly focused and developed throughout.	Narrative has a plot, but here 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.
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	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 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.



# Elementary Mathematics 2016-2017

**2nd**

Grade



**CANYONS**  
School District

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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 provide 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](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 21<sup>st</sup> century skills, to prepare students for college and careers.

## **EXTEND**

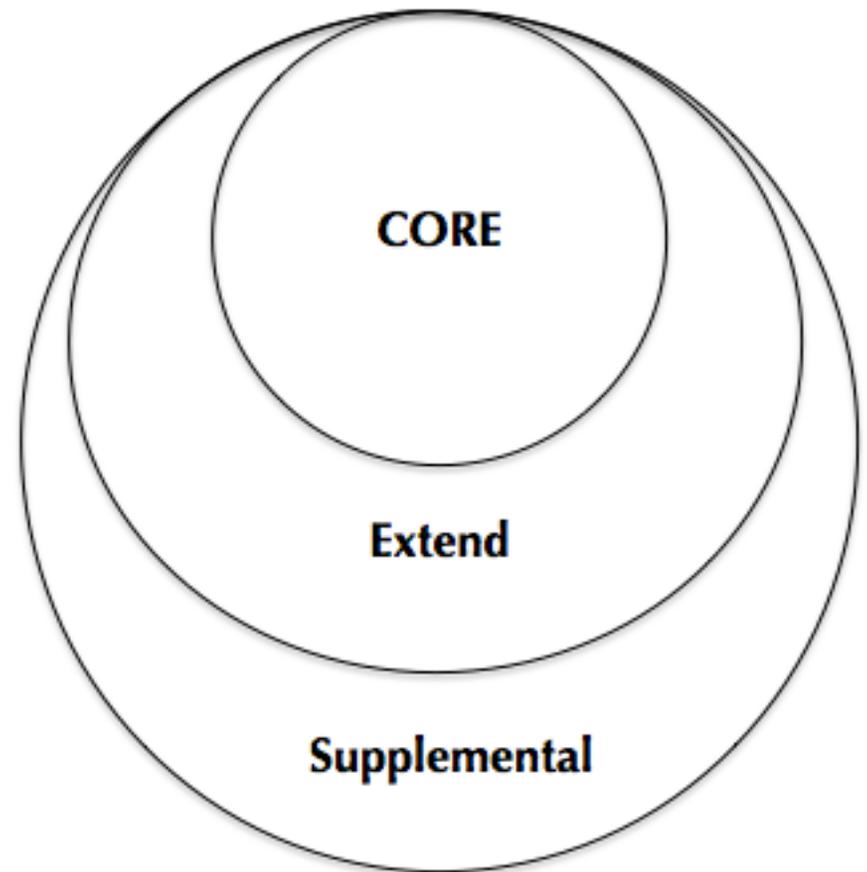
Extension of core standards provides students with activities that are added to **CORE** to enlarge or deepen understanding. Examples of **EXTEND** include:

- 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  $M^2$  &  $M^3$
- 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.<sup>1</sup> (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).<sup>1</sup>

## 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 15<sup>th</sup> block could be edited to the 10<sup>th</sup> 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, Apprentice 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<sup>®</sup> Standards-Based Math Rubric

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
<b>Novice</b>	<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>
<b>Apprentice</b>	<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>

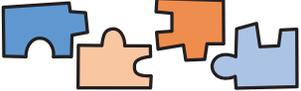
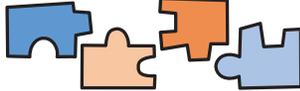
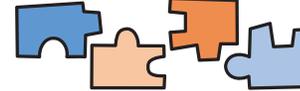
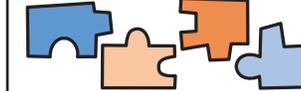
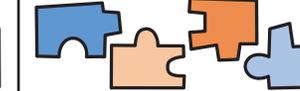
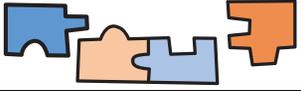
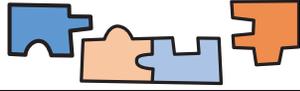
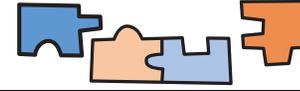
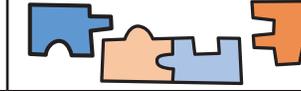
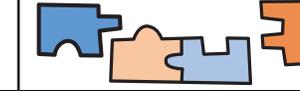
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## Exemplars<sup>®</sup> Standards-Based Math Rubric (cont.)

	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
<b>Practitioner</b>	<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"> <li>• clarification of the mathematical or situational context of the task</li> <li>• exploration of mathematical phenomenon in the context of the broader topic in which the task is situated</li> <li>• noting patterns, structures and regularities</li> </ul>	<p>An appropriate and accurate mathematical representation is constructed and refined to solve problems or portray solutions.</p>
<b>Expert</b>	<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"> <li>• testing and accepting or rejecting of a hypothesis or conjecture</li> <li>• explanation of phenomenon</li> <li>• generalizing and extending the solution to other cases</li> </ul>	<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
<b>Novice</b> 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. 
<b>Apprentice</b> 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. 
<b>Practitioner</b> 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. 
<b>Expert</b> 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.

## 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

## Projects $M^2$ and $M^3$

**Projects  $M^2$  and  $M^3$**  lessons are based on 50-minute class times. The Canyons School District math block is 90 minutes and pacing for  $M^2$  in the map correlates with the 90-minute time. For example,  $M^2$  pacing suggests that most Units take approximately 30 days to teach, based on a 50-minute period. Please use the Pacing Guide to plan  $M^2$  lessons accordingly.

**Projects  $M^2$  and  $M^3$**  are each a series of six curriculum units designed for grades K-2 ( $M^2$ ) and 3-5 ( $M^3$ ) to foster inquiry and engage students in critical thinking, problem solving, and communication activities. **Projects  $M^2$  and  $M^3$**  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  $M^2$  and  $M^3$** .

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](http://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. . ."

#### 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:

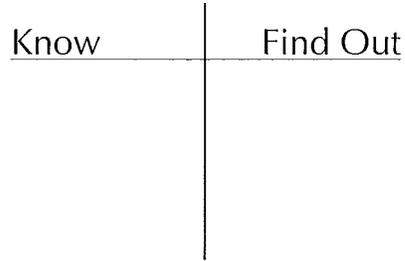
- Teacher uses the student demonstration to build on the strategy
- Teacher explicitly reinforces the important mathematics embedded in the task
- Teach thinking and scaffold toward efficient problem solving strategies with problems connected to the objective

Math-20

# 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?



## 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

<b>Acquisition</b>	<p><b>Introduction Phase</b></p> <ol style="list-style-type: none"> <li>1. Teacher writes/says the word.</li> <li>2. Students repeat the word.</li> <li>3. Multisyllabic breakdown</li>   <li>4. Teacher gives a student friendly definition, incorporating synonyms as appropriate.</li> <li>5. Students restate definition with teacher guidance.</li>   <li>6. Teacher identifies any prefixes, suffixes, base/root words, origin, etc.</li> </ol>	<p><b>Teacher/Student Responsibilities</b></p> <p>T: The word is polygon. What word?  S: polygon  T: Let's clap/tap "polygon" into syllables.  T &amp; 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 &amp; S: 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>
<b>Building Automaticity</b>	<p><b>Demonstration Phase</b></p> <ol style="list-style-type: none"> <li>7. Illustrate with examples/non-examples <ol style="list-style-type: none"> <li>a) Concrete examples (<i>realia</i>)</li> <li>b) Visual representations—video, pictures, diagrams, etc.</li> <li>c) Physical gesture</li> <li>d) Verbal Examples</li> <li>e) Sentence Frames (ex. If I had to survive cold weather, I would need _____).</li> </ol> </li>   <li>8. Check for students' understanding by discerning between examples and non-examples (repeat as necessary)</li> </ol>	<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.  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>
<b>Application</b>	<p><b>Application Phase</b></p> <ol style="list-style-type: none"> <li>9. Deepen students' understanding by applying the word in a new context <ol style="list-style-type: none"> <li>a) Teacher asks a deep processing question</li> <li>b) Students respond via a quick write and/or orally with a partner or in a small group or whole group setting.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students use the word in a sentence. The sentence must be at least five words long.</li> <li>• Number 2's will say the sentence while number 1's count the words in the sentence and makes sure the sentence is a true statement. They switch and follow the same procedure.</li> </ul>

**Evidence-Based Instructional Priorities**  
Applied to Math Instruction

<b>Explicit Instruction</b> I Do - We Do - Y'all Do - You Do Model - Guide Practice – Partner - Independent			
<b>Systematic</b> <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	<b>Relentless</b> <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	<b>Engaging</b> <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	
<b>Increasing Opportunities to Respond</b> <i>Saying, Writing, Doing</i>		<b>Explicit Vocabulary Instruction</b>	
<input type="checkbox"/> <b>Choral Responses:</b> give think time, use a signal for response, repeat if all students don't respond <input type="checkbox"/> <b>Partner Sharing:</b> Look-Lean-Whisper; Think-Pair-Share; Study-Tell-Help-Check <input type="checkbox"/> <b>Individual Responses:</b> give wait time, individual shares after partner discussion, Cold Call, random calling pattern <input type="checkbox"/> <b>Math Journals:</b> Quick Writes, vocabulary practice, draw visuals of math concepts <input type="checkbox"/> <b>Individual White Boards:</b> use a signal for displaying, establish a routine, provide feedback <input type="checkbox"/> <b>Manipulatives:</b> establish a routine, explain expectations, all students interact with materials, provide visual bridge to concept <input type="checkbox"/> <b>Response Cards:</b> yes/no; odd/even; +/-; $</>=$ ; etc. <input type="checkbox"/> <b>Action Responses:</b> thumbs up/down; modeling operations, angles, or other math concepts, act it out, hand signals		<input type="checkbox"/> <b>Introduce the word</b> <ul style="list-style-type: none"> <li>• Teacher says the word and posts the word</li> <li>• All students repeat the word</li> <li>• Teacher gives a child-friendly definition</li> <li>• All students repeat the definition (with teacher guidance)</li> <li>• Repeat above steps as necessary</li> </ul> <input type="checkbox"/> <b>Demonstrate</b> <ul style="list-style-type: none"> <li>• Provide an example</li> <li>• Provide a non-example</li> <li>• Repeat above steps as necessary</li> </ul> <input type="checkbox"/> <b>Apply</b> <ul style="list-style-type: none"> <li>• Students turn to a partner and use the word in a sentence</li> <li>• Teacher shares a sentence using the word</li> </ul> <input type="checkbox"/> <b>Vocabulary Cards:</b> Grade-level vocabulary cards available on the math website; posted on Word Wall	
<b>Feedback</b> <input type="checkbox"/> Corrective and Affirmative <input type="checkbox"/> Timely and Frequent <input type="checkbox"/> Specific and Reinforcing	<b>Instructional Grouping</b> <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	<b>Acquire – Auto – Apply</b> <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	<b>Classroom PBIS</b> <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

# Second Grade Utah State Core Math Standards Overview

## Second Grade Overview

### Mathematical Practices (2.MP)

The mathematical habits of mind that teachers seek to develop in their students.

### Operations and Algebraic Thinking (2.OA)

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

### Number and Operations in Base Ten (2.NBT)

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

### Measurement and Data (2.MD)

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

### Geometry (2.G)

- Reason with shapes and their attributes.



## Mathematics | Grade 2

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

**(1)** Students will extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students will understand multi-digit numbers (up to 1,000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (*for example, 853 is 8 hundreds + 5 tens + 3 ones*).

**(2)** Students will use their understanding of addition to develop fluency with addition and subtraction within 100. They will solve problems within 1,000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They will select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

**(3)** Students will recognize the need for standard units of measure (such as centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They will recognize that the smaller the unit, the more iterations they need to cover a given length.

**(4)** Students will describe and analyze shapes by examining their sides and angles. Students will investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students will develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

**Strand: MATHEMATICAL PRACTICES (2.MP)**

The Standards for Mathematical Practice in Second 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 2.MP1–6**).

- **Standard 2.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 2.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 2.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 2.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 2.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 drawings, diagrams, technologies, and physical objects and tools, as well as mathematical tools such as estimation or a particular strategy or algorithm.
- **Standard 2.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 2.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 2.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 (2.OA)

Represent and solve problems involving addition and subtraction (**Standard 2.OA.1**). Fluently add and subtract within 20 (**Standard 2.OA.2**) and work with equal groups of objects to gain foundations for multiplication (**Standards 2.OA.3–4**).

- **Standard 2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, *for example, by using drawings and equations with a symbol for the unknown number to represent the problem*.
- **Standard 2.OA.2** Fluently add and subtract within 20.
  - a. Add and subtract within 20 using mental 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 2, know from memory all sums of two one-digit numbers.
- **Standard 2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, *(for example, by pairing objects or counting them by twos)*. Write an equation to express an even number as a sum of two equal addends.
- **Standard 2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

### Strand: NUMBER AND OPERATIONS IN BASE TEN (2.NBT)

Understand place value (**Standards 2.NBT.1–4**). They use place value understanding and properties of operations to add and subtract (**Standards 2.NBT.5–9**).

- **Standard 2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; *for example, 706 equals 7 hundreds, 0 tens, and 6 ones*. Understand the following as special cases:

- a. 100 can be thought of as a bundle of ten tens called a "hundred."
  - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- **Standard 2.NBT.2** Count within 1,000; skip-count by fives, tens, and hundreds.
  - **Standard 2.NBT.3** Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.
  - **Standard 2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
  - **Standard 2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  - **Standard 2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.
  - **Standard 2.NBT.7** Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.
  - **Standard 2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
  - **Standard 2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects

### Strand: MEASUREMENT AND DATA (2.MD)

Measure and estimate lengths in standard units (**Standards 2.MD.1–4**) and relate addition and subtraction to length (**Standards 2.MD.5–6**). They work with time and money (**Standards 2.MD.7–8**). They represent and interpret data (**Standards 2.MD.9–10**).

- **Standard 2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- **Standard 2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- **Standard 2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.

- **Standard 2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. *For example, after measuring a pencil and a crayon, a student uses the measurements to determine that the pencil is two inches longer than the crayon.*
- **Standard 2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. *For example, use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.*
- **Standard 2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... Represent whole-number sums and differences within 100 on a number line diagram.
- **Standard 2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- **Standard 2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *For example, if you have 2 dimes and 3 pennies, how many cents do you have?*
- **Standard 2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
- **Standard 2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and comparison problems using information presented in a bar graph.

## Strand: GEOMETRY (2.G)

Reason with shapes and their attributes.

- **Standard 2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Sizes are compared directly or visually, not compared by measuring. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- **Standard 2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.
- **Standard 2.G.3** Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

2<sup>nd</sup> Grade Utah Core State Standards for Mathematics

MATHEMATICAL PRACTICES

Previous	2016/2017
<p><b>Mathematical Practices</b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>	<p><b>Strand: MATHEMATICAL PRACTICES (2.MP)</b></p> <p>The Standards for Mathematical Practice in Second 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><b>Standard 2.MP.1 Make sense of problems and persevere in solving them.</b> 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><b>Standard 2.MP.2 Reason abstractly and quantitatively.</b> 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><b>Standard 2.MP.3 Construct viable arguments and critique the reasoning of others.</b> 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><b>Standard 2.MP.4 Model with mathematics.</b> 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><b>Standard 2.MP.5 Use appropriate tools strategically.</b> 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 drawings, diagrams, technologies, and physical objects and tools, as</p>

well as mathematical tools such as estimation or a particular strategy or algorithm.

**Standard 2.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 2.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 2.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><b>Operations and algebraic thinking 2.OA.A</b></p> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <ol style="list-style-type: none"> <li>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</li> </ol> <p><b>Add and subtract within 20. 2.OA.B</b></p> <ol style="list-style-type: none"> <li>Fluently add and subtract within 20 using mental strategies, by end of Grade 2, know from memory all sums of two one- digit numbers</li> </ol>	<p><b>Strand: OPERATIONS AND ALGEBRAIC THINKING (2.OA)</b></p> <p>Represent and solve problems involving addition and subtraction (<b>Standard 2.OA.1</b>). Fluently add and subtract within 20 (<b>Standard 2.OA.2</b>) and work with equal groups of objects to gain foundations for multiplication (<b>Standards 2.OA.3-4</b>).</p> <p><b>Standard 2.OA.1</b> Use addition and subtraction with 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, <i>for example, by using drawings and equations with a symbol for the unknown number to represent the problem.</i></p> <p><b>Standard 2.OA.2</b> Fluently add and subtract within 20.</p> <ol style="list-style-type: none"> <li>Add and subtract within 20 using mental strategies such as counting on; making ten (<i>for example, <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math></i>); decomposing a number leading to a ten (<i>for example, <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math></i>); using the relationship between addition</li> </ol>

**Work with equal groups of objects to gain foundations for multiplication. 2.OA.C**

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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 2, know from memory all sums of two one-digit numbers.

**Standard 2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, (*for example, by pairing objects or counting them by 2s*). Write an equation to express an even number as a sum of two equal addends.

**Standard 2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

**NUMBERS AND OPERATIONS IN BASE TEN**

**Previous**

**2016/2017**

**Number and Operations in Base Ten  
2.NBT**

**Strand: NUMBER AND OPERATIONS IN BASE TEN (2.NBT)**

**Understand place value 2.NBT.A**

Understand place value (**Standards 2.NBT.1-4**). Use place value understanding and properties of operations to add and subtract (**Standards 2.NBT.5-9**).

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
  - a) 100 can be thought of as a bundle of ten tens — called a “hundred.”
  - b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten

**Standard 2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; *for example, 706 equals 7 hundreds, 0 tens, and 6 ones*. Understand the following as special cases:

- a. 100 can be thought of as a bundle of ten tens called a “hundred.”
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**Standard 2.NBT.2** Count within 1000; skip-count by fives, tens, and hundreds.

**Standard 2.NBT.3** Read and write numbers to 1,000 using base-ten

<p>numerals, number names, and expanded form.</p> <p>4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>Use place value understanding and properties of operations to add and subtract. 2.NBT.B</b></p> <p>5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>6. Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p>9. Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	<p>numerals, number names, and expanded form.</p> <p><b>Standard 2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>Standard 2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Standard 2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>Standard 2.NBT.7</b> Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.</p> <p><b>Standard 2.NBT.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p><b>Standard 2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.</p>
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**MEASUREMENT AND DATA**

<b>Previous</b>	<b>2016/2017</b>
<b>Measure and estimate lengths in standard units.</b>	<b>Strand: MEASUREMENT AND DATA (2.MD)</b> Measure and estimate lengths in standard units ( <b>Standards 2.MD.1-4</b> ) and

## **2.MD.A**

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

## **Relate addition and subtraction to length. 2.MD.B**

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

## **Work with time and money. 2.MD.C**

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

relate addition and subtraction to length (**Standards 2.MD.5-6**). They work with time and money (**Standards 2.MD.7-8**). They represent and interpret data (**Standards 2.MD.9-10**).

**Standard 2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

**Standard 2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

**Standard 2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.

**Standard 2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. *For example, after measuring a pencil and a crayon, a student uses the measurements to determine that the pencil is two inches longer than the crayon.*

**Standard 2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. *For example, use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.*

**Standard 2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... Represent whole-number sums and differences within 100 on a number line diagram.

**Standard 2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

**Standard 2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *For example, if you have 2 dimes and 3 pennies, how many cents do you*

<p><b>Represent and interpret data. 2.MD.D</b></p> <p>9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p><i>have?</i></p> <p><b>Standard 2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>Standard 2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and comparison problems using information presented in a bar graph.</p>
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**GEOMETRY**

Previous	2016/2017
<p><b>Geometry</b> <b>2.G</b></p> <p><b>Reason with shapes and their attributes. 2.G.A</b></p> <p>1. Recognize and draw shapes having specified attributes, such as a given number or angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2. Partition a rectangle into rows and columns of a same-size squares and count to find the total number of them.</p> <p>3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p><b>Strand: GEOMETRY (2.G)</b></p> <p>Reason with shapes and their attributes.</p> <p><b>Standard 2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Sizes are compared directly or visually, not compared by measuring. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><b>Standard 2.G.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.</p> <p><b>Standard 2.G.3</b> Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>

# Utah Core Standards for Mathematics Progressions

	Kindergarten	1 <sup>st</sup> Grade
Counting and Cardinality	<ul style="list-style-type: none"> <li>• Count to 100 by ones and tens</li> <li>• Represent and write numbers for 0 - 20</li> <li>• Count to tell the number of objects</li> <li>• Compare numbers; greater than, less than, equal</li> <li>• Compare written numerals between 1 and 10</li> </ul>	
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from               <ul style="list-style-type: none"> <li>○ Represent addition and subtraction</li> <li>○ Solve addition and subtraction word problems within 10</li> <li>○ Decompose numbers less than or equal to 10</li> <li>○ For any number from 1 to 9, find the number that makes 10 when add to the given number</li> <li>○ Fluently add and subtract within 5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Represent and solve problems involving addition and subtraction within 20</li> <li>• Understand and apply properties of operations and the relationship between addition and subtraction               <ul style="list-style-type: none"> <li>○ Understand subtraction as an unknown-addend problem</li> </ul> </li> <li>• Relate addition and subtraction with 20 to counting</li> <li>• Add and subtract within 20</li> <li>• Understand the meaning of the equal sign</li> <li>• Work with addition and subtraction equations</li> </ul>
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> <li>• Work with numbers 11-19 to gain foundation for place value               <ul style="list-style-type: none"> <li>○ Compose and decompose numbers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, count and represent to 120</li> <li>• Understand place value of tens and ones</li> <li>• Compare two-digit numbers based on tens and ones</li> <li>• Use place value understanding and properties of operations to add and subtract               <ul style="list-style-type: none"> <li>○ Add within 100</li> <li>○ Mentally find 10 more or 10 less with two-digit numbers</li> <li>○ Subtract multiples of 10 in the range of 10 -90 from multiples of 10 in the range of 10-90</li> </ul> </li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>• Describe and compare measureable attributes such as length and weight</li> <li>• Directly compare two objects with the same measurable attribute in common and describe the difference</li> <li>• Classify objects and count the numbers of objects in categories</li> </ul>	<ul style="list-style-type: none"> <li>• Measure lengths indirectly and by iterating lengths units</li> <li>• Tell and write time in hours and half-hours using analog and digital clocks</li> <li>• Organize, represent and interpret data up to three categories</li> <li>• Identify and compare the values of pennies, nickels, dimes and quarters</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Identify, name and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</li> <li>• Identify shapes as two-dimensional or three-dimensional</li> <li>• Analyze, compare, create and compose shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Reason with shapes and their attributes               <ul style="list-style-type: none"> <li>○ Distinguish between defining vs. non-defining attributes</li> <li>○ Compose two-dimensional or three-dimensional shapes to compose and create shapes</li> <li>○ Partition circles and rectangles into two and four equal shares</li> </ul> </li> </ul>

## Utah Core Standards for Mathematics Progressions

	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>• Represent and solve one- and two-step word problems involving addition and subtraction within 100</li> <li>• Fluently add and subtract within 20 using mental strategies</li> <li>• Work with equal groups of objects to gain foundations for multiplication</li> <li>• Use addition to find the total number of objects in rectangular arrays with up to 5 rows and up to 5 columns</li> </ul>	<ul style="list-style-type: none"> <li>• Represent and solve problems involving multiplication and division within 100</li> <li>• Understand properties of multiplication and the relationship between multiplication and division</li> <li>• Multiply and divide within 100</li> <li>• Solve two-step word problems involving the four operations and identify and explain patterns in arithmetic</li> </ul>
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> <li>• Use place value understanding and properties of operations to add and subtract within 100                             <ul style="list-style-type: none"> <li>○ Count, read and write within 1000</li> <li>○ Compare three-digit numbers using symbols</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use place value understanding and properties of operations to perform multi-digit arithmetic                             <ul style="list-style-type: none"> <li>○ Round whole numbers to nearest 10 or 100</li> <li>○ Fluently add and subtract within 1000</li> <li>○ Multiply one-digit whole numbers by multiples of 10 in range 10-90</li> </ul> </li> </ul>
Numbers and Operations- Fractions		<ul style="list-style-type: none"> <li>• Develop understanding of fractions as numbers with denominators 2, 3, 4, 6, 8 using number lines</li> <li>• Explain equivalence of fractions and compare by reasoning about their size</li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>• Measure lengths of an object by selecting and using appropriate tools in standard units.</li> <li>• Measure and estimate lengths using units of inches, feet centimeters and meters</li> <li>• Measure to determine how much longer</li> <li>• Relate addition and subtraction to length within 100</li> <li>• Represent whole numbers as distance from 0 on the number line</li> <li>• Work with time on digital and analog clocks to the nearest 5 minutes</li> <li>• Solve word problems involving money</li> <li>• Represent and interpret data by measuring objects and making repeated measurements of the same object</li> <li>• Represent and interpret data by drawing a picture graph and a bar graph to represent a data set up to four categories</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems involving measurement and estimation of intervals of time to the nearest minute</li> <li>• Solve problems involving measurement and estimation of liquid volumes and masses of objects using grams, kilograms and liters</li> <li>• Represent and interpret data using scaled picture and bar graphs</li> <li>• Generate measurement data by measuring lengths to halves and fourths</li> <li>• Geometric measurement: Understand concepts of area and relate area to multiplication and to addition</li> <li>• Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Recognize and draw shapes having specified attributes</li> <li>• Partition a rectangle into rows and columns</li> <li>• Partition circles and rectangles into two, three, or four equal shares</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that shapes in different categories may share attributes</li> <li>• Partition shapes into parts with equal areas</li> </ul>

# Utah Core Standards for Mathematics Progressions

	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Operations and Algebraic Thinking	<ul style="list-style-type: none"> <li>• Use the four operations with whole numbers to solve word problems                             <ul style="list-style-type: none"> <li>○ Interpret a multiplication equation as a comparison</li> <li>○ Involve multiplicative comparisons</li> <li>○ Solve multistep word problems using whole numbers with whole number answers</li> </ul> </li> <li>• Gain familiarity with factors and multiples in the range 1-100</li> <li>• Generate and analyze patterns that follow a given rule</li> </ul>	<ul style="list-style-type: none"> <li>• Write and interpret numerical expressions                             <ul style="list-style-type: none"> <li>○ Use parenthesis, brackets, or braces in numerical expressions and evaluate expression with these symbols</li> <li>○ Write simple expressions and interpret numerical expressions without evaluating them</li> </ul> </li> <li>• Analyze patterns and relationships                             <ul style="list-style-type: none"> <li>○ Generate two numerical patterns using two given rules</li> <li>○ Form ordered pairs</li> </ul> </li> </ul>
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> <li>• Generalize place value understanding for multi-digit whole numbers                             <ul style="list-style-type: none"> <li>○ Read, write, compare and expand multi-digit whole numbers</li> <li>○ Round multi-digit numbers to any place</li> </ul> </li> <li>• Fluently add and subtract multi-digit whole numbers using the</li> <li>• Use place value understanding and properties of operations to perform multi-digit multiplication                             <ul style="list-style-type: none"> <li>○ Multiply up to four digits by a one-digit number</li> <li>○ Multiply two two-digit numbers using strategies and properties (illustrate and explain the calculations using equations, rectangular arrays and area models)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand the place value system                             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Explain patterns when multiplying by zero and explain patterns when a decimal is multiplied or divided</li> <li>○ Use whole-number exponents to denote powers of 10</li> <li>○ Read, write and compare decimals to thousandths</li> <li>○ Round to any place</li> <li>○ Fluently multiply multi-digit whole numbers</li> </ul> </li> <li>• Perform operations with multi-digit whole numbers and with decimal to hundredths                             <ul style="list-style-type: none"> <li>○ Fluently multiply multi-digit whole numbers</li> <li>○ Find whole-number quotients of whole numbers up to four-digit dividends (illustrate and explain the calculations using equations, rectangular arrays and area models)</li> <li>○ Add, subtract, multiply, and divide decimals to hundredths</li> </ul> </li> </ul>
Numbers and Operations-Fractions	<ul style="list-style-type: none"> <li>• Extend understanding of fraction equivalence and ordering with denominators 2,3,4,5,6,8,10,12,10                             <ul style="list-style-type: none"> <li>○ Explain and generate equivalent fractions using visual models</li> <li>○ Compare with justification two fractions with different denominators and numerators and use the symbols <math>&gt;</math>, <math>=</math>, <math>&lt;</math>.</li> </ul> </li> <li>• Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers                             <ul style="list-style-type: none"> <li>○ Understand addition and subtraction of fractions as joining and separating parts referring to the same whole</li> <li>○ Decompose a fraction into a sum of fractions with same denominator</li> <li>○ Add and subtract mixed numbers with like denominators</li> <li>○ Solve word problems involving addition and subtraction of fractions having like denominators</li> <li>○ Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math> and use this</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use equivalent fractions as a strategy to add and subtract fractions                             <ul style="list-style-type: none"> <li>○ Add and subtract fractions with unlike denominators</li> <li>○ Solve word problems involving addition and subtraction of fractions with unlike denominators</li> </ul> </li> <li>• Apply and extend previous understandings of multiplication and division to multiply and divide fractions                             <ul style="list-style-type: none"> <li>○ Interpret a fraction as division of the numerator by the denominator</li> <li>○ Solve word problems involving division of whole numbers</li> <li>○ Find the are of a rectangle with fractional side lengths by tiling it with unit squares</li> <li>○ Multiply fractional side lengths to find area of rectangle to get a rectangular areas</li> <li>○ Interpret multiplication as scaling</li> <li>○ Solve real world problems involving multiplication of</li> </ul> </li> </ul>

# Utah Core Standards for Mathematics Progressions

	<ul style="list-style-type: none"> <li>○ understanding to multiply a fraction by a whole number</li> <li>○ Solve word problems involving multiplication of a fraction by a whole number</li> <li>• Understand decimal notation for fractions and compare decimal fractions             <ul style="list-style-type: none"> <li>○ Express a fraction with denominator 10 as an equivalent fraction with denominator 100</li> <li>○ Use decimal notation for fractions with denominators 10 or 100</li> <li>○ Compare two decimals to hundredths by reasoning about their size</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ fractions and mixed numbers</li> <li>○ Divide a unit fraction by a whole number and whole numbers by unit fractions</li> </ul>
Measurement and Data	<ul style="list-style-type: none"> <li>• Solve problems involving measurement and conversion of measurements form a larger unit to a smaller unit             <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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</li> <li>○ Represent measurement quantities using diagrams such as number line diagrams such as number line diagrams that feature a measurement scale</li> <li>○ Apply the area and perimeter formulas in real world problems</li> <li>○ Make a line plot to display data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>)</li> </ul> </li> <li>• Represent and interpret data by making a line plot to display data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>)</li> <li>• Understand concepts of angle and measure angles             <ul style="list-style-type: none"> <li>○ As angle is measured with reference to a circle</li> <li>○ An angle that turns through <math>n</math> one-degree is said to have an angle measure of <math>n</math> degrees</li> <li>○ Measure and sketch angles in whole-number degrees using a protractor</li> <li>○ Recognize angles measures as additive</li> <li>○ Solve addition and subtraction problems to find unknown angles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Convert like measurement units within a given measurement system</li> <li>• Represent and Interpret data             <ul style="list-style-type: none"> <li>○ Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>)</li> <li>○ Use operations on fractions for this grade to solve problems from information on the line plot</li> </ul> </li> <li>• Recognize volume as an attribute of solid figures and understand concepts of volume measurement.             <ul style="list-style-type: none"> <li>○ Measure volume by counting unit cubes</li> </ul> </li> <li>• Relate volume to the operations of multiplication and addition and solve real world problems involving volume             <ul style="list-style-type: none"> <li>○ Find the volume of a right triangle by packing it with unit cubes</li> <li>○ Apply formulas <math>V=l \times w \times h</math> and <math>V= b \times h</math></li> <li>○ Recognize volume as additive</li> <li>○ Find volume of solid figures composed of two non-overlapping right rectangular prisms</li> </ul> </li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Draw points, lines, line segments, ray, angles (right, acute, obtuse), and perpendicular and parallel lines in two-dimensional figures</li> <li>• 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.</li> <li>• Recognize right triangles as a category and identify right triangles</li> <li>• Recognize a line of symmetry for a two-dimensional figure and identify lines of symmetry</li> <li>• Recognize two-dimensional figures and draw lines of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Graph points on the coordinate plane to solve real-world and mathematical problems in the first quadrant</li> <li>• Classify two-dimensional figures into categories based on their properties             <ul style="list-style-type: none"> <li>○ Understand that attributes belonging to a category of two-dimensional figures belong to all subcategories</li> <li>○ Classify two-dimensional figures in a hierarchy based on properties</li> </ul> </li> </ul>

# 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	Apply and extend previous understandings of multiplication and division to divide fractions by 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	Use place value understanding and properties of operations to add and subtract	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	Use equivalent fractions as a strategy to add and subtract fractions	Apply and extend previous understandings of numbers to the system of rational numbers	Analyze proportional relationships and use them to solve real-world and mathematical problems	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	Add and subtract within 20	Measure and estimate lengths in standard units	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	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	Work with addition and subtraction equations	Relate addition and subtraction to length	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Apply and extend 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		Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions	Graph points in the coordinate plane to solve real-world and mathematical problems*	Reason about and solve one-variable equations and inequalities		
	Understand place value		Geometric measurement: understand concepts of area and relate area to multiplication and to addition			Represent and analyze quantitative relationships between dependent and independent variables		
	Use place value understanding and properties of operations to add and subtract							
	Measure lengths indirectly and by iterating length units							

\* 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).

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

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## 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"> <li>• What is this problem asking?</li> <li>• How could you start this problem?</li> <li>• How could you make this problem easier to solve?</li> <li>• How is ___'s way of solving the problem like/different from yours?</li> <li>• Does your plan make sense? Why or why not?</li> <li>• What tools/manipulatives might help you?</li> <li>• What are you having trouble with?</li> <li>• How can you check this?</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What does the number ____ represent in the problem?</li> <li>• How can you represent the problem with symbols and numbers?</li> <li>• Create a representation of the problem.</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• How is your answer different than ____'s?</li> <li>• How can you prove that your answer is correct?</li> <li>• What math language will help you prove your answer?</li> <li>• What examples could prove or disprove your argument?</li> <li>• What do you think about ____'s argument</li> <li>• What is wrong with ____'s thinking?</li> <li>• What questions do you have for ____?</li> </ul> <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"> <li>• Write a number sentence to describe this situation</li> <li>• What do you already know about solving this problem?</li> <li>• What connections do you see?</li> <li>• Why do the results make sense?</li> <li>• Is this working or do you need to change your model?</li> </ul> <p><i>*It is important that the teacher poses tasks that involve real world situations</i></p>
Use appropriate tools strategically	Attend to precision	Look for and make use of structure	Look for and express regularity in repeated reasoning
<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• How could you use manipulatives or a drawing to show your thinking?</li> <li>• Which tool/manipulative would be best for this problem?</li> <li>• What other resources could help you solve this problem?</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What does the word ____ mean?</li> <li>• Explain what you did to solve the problem.</li> <li>• Compare your answer to ____'s answer</li> <li>• What labels could you use?</li> <li>• How do you know your answer is accurate?</li> <li>• Did you use the most efficient way to solve the problem?</li> </ul>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• Why does this happen?</li> <li>• How is ____ related to ____?</li> <li>• Why is this important to the problem?</li> <li>• What do you know about ____ that you can apply to this situation?</li> <li>• How can you use what you know to explain why this works?</li> <li>• What patterns do you see?</li> </ul> <p><i>*deductive reasoning (moving from general to specific)</i></p>	<p><i>Teachers ask:</i></p> <ul style="list-style-type: none"> <li>• What generalizations can you make?</li> <li>• Can you find a shortcut to solve the problem? How would your shortcut make the problem easier?</li> <li>• How could this problem help you solve another problem?</li> </ul> <p><i>*inductive reasoning (moving from specific to general)</i></p>

## Grades 2-5 CSD Math Block 90 Minutes Daily

Numeracy Component	Range of Time	Focus of Instruction	Instructional Materials			
			Hard Copy	Digital		
<b>Review</b>	5-10 minutes	<ul style="list-style-type: none"> <li>• Focused Review                             <ul style="list-style-type: none"> <li>○ Identified skill deficit that have been identified through formative assessment to review (CFA, exit ticket, whiteboards, etc.)</li> <li>○ Cumulative review of previously taught skills and standards</li> </ul> </li> </ul>	<b>Check for Understanding (Formative Assessment)</b> Monitor progress towards mastery of grade-level core standard		<ul style="list-style-type: none"> <li>• Daily Common Core Review</li> <li>• Today's Challenge</li> <li>• Review What you Know</li> </ul>	<ul style="list-style-type: none"> <li>• Today's Challenge</li> </ul>
					<ul style="list-style-type: none"> <li>• Systematic Vocabulary Routine</li> <li>• Vocabulary Review Activity</li> <li>• My Word Cards</li> </ul>	
					<ul style="list-style-type: none"> <li>• Lesson objectives are posted and referred to throughout the lesson</li> <li>• Objectives include both content and math practice standards</li> </ul>	
					<ul style="list-style-type: none"> <li>• Problem-Based Interactive Learning</li> <li>• Visual Learning Bridge                             <ul style="list-style-type: none"> <li>○ (K-2) Do You Understand? Show Me!</li> <li>○ 3-5) Convince Me!</li> <li>○ Guided Practice</li> <li>○ Independent Practice (Quick Check)</li> <li>○ <b>Project-based Learning</b></li> <li>○ <b>M<sup>2</sup> or M<sup>3</sup></b></li> <li>○ <b>Extending the Challenge (Sheffield) A&amp;B</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Solve and Share (Problem Based Learning)</li> <li>• Visual Learning Animation Plus</li> <li>• Convince Me! (3-5)</li> <li>• Do You Understand? (K-2)</li> <li>• Student and Teacher eTexts</li> <li>• Listen and Look Videos (teacher)</li> <li>• <b>Math Exemplars</b></li> </ul>
<b>Concept/Skill Development (Acquisition, Automaticity &amp; Application)</b>	30-45 minutes	Develop the Concept: <ul style="list-style-type: none"> <li>• Acquisition: Students develop understanding of skills through the CRA Model                             <ul style="list-style-type: none"> <li>○ <u>Concrete</u>: Hands-on (manipulatives)</li> <li>○ <u>Representational</u>: Visual (pictures or video)</li> <li>○ <u>Abstract</u>: Symbolic (numbers or algorithm)</li> </ul> </li> <li>• Automaticity: Students perform skills flexibly, accurately, and efficiently</li> <li>• Application: Students apply skills to solve problems in new contexts</li> </ul>	<b>Check for Understanding (Formative Assessment)</b> Monitor progress towards mastery of grade-level core standard		<ul style="list-style-type: none"> <li>• Intervention Activity</li> <li>• ON-level and Advanced Activity Centers</li> <li>• Reteach</li> <li>• Leveled Assignment</li> <li>• Differentiated Center materials</li> <li>• Close/Assess and Differentiate</li> <li>• <b>Extended Learning Opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Practice Buddy</li> <li>• Reflex (grades 2-5)</li> <li>•</li> </ul>
					<ul style="list-style-type: none"> <li>• Pre-teach upcoming concepts to groups and individual students that need support/scaffolding</li> <li>• Students practice concepts independently as appropriate</li> <li>• Reteach with skill-based groups who need extra support/scaffolding</li> <li>• <b>Provide extension opportunities for students who have shown mastery of the concept/skill</b></li> <li>• Build Fluency with math facts and computation</li> </ul>	
<b>Skill-Based Instruction: Pre-teach, Review, Reinforce &amp; Extend</b>	30-45 minutes	<ul style="list-style-type: none"> <li>• Pre-teach upcoming concepts to groups and individual students that need support/scaffolding</li> <li>• Students practice concepts independently as appropriate</li> <li>• Reteach with skill-based groups who need extra support/scaffolding</li> <li>• <b>Provide extension opportunities for students who have shown mastery of the concept/skill</b></li> <li>• Build Fluency with math facts and computation</li> </ul>	<b>Check for Understanding (Formative Assessment)</b> Monitor progress towards mastery of grade-level core standard		<ul style="list-style-type: none"> <li>• Intervention Activity</li> <li>• ON-level and Advanced Activity Centers</li> <li>• Reteach</li> <li>• Leveled Assignment</li> <li>• Differentiated Center materials</li> <li>• Close/Assess and Differentiate</li> <li>• <b>Extended Learning Opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Practice Buddy</li> <li>• Reflex (grades 2-5)</li> <li>•</li> </ul>
					<ul style="list-style-type: none"> <li>• Pre-teach upcoming concepts to groups and individual students that need support/scaffolding</li> <li>• Students practice concepts independently as appropriate</li> <li>• Reteach with skill-based groups who need extra support/scaffolding</li> <li>• <b>Provide extension opportunities for students who have shown mastery of the concept/skill</b></li> <li>• Build Fluency with math facts and computation</li> </ul>	

## 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 &amp; systematic (I do, we do, y'all do, and you do)</i>	<i>Examples</i>
Provide additional <b>concrete models</b> to build understanding <b>with accompanying teacher think-alouds</b>	<ul style="list-style-type: none"> <li>• Use manipulatives such as place value blocks, Unifix cubes, and fraction circles.</li> <li>• Use visual representations such as number lines, arrays, and bar diagrams.</li> <li>• Teacher Think-Aloud: <i>"When I have fourteen cubes, I can create one ten stick and I have four cubes left over to make 14."</i></li> </ul>
Provide students opportunities to understand the <b>relationship between the abstract symbols and visual representations.</b>	<ul style="list-style-type: none"> <li>• The = sign means that we have the same amount on both sides of the equal sign.  <div style="text-align: center;"> <math>\odot \odot \odot = \odot \odot \odot</math> </div> </li> </ul>
Provide numerous <b>examples with accompanying teacher think-alouds</b>	<p>Skill: Addition of Fractions</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• <math>\frac{1}{2} + \frac{1}{4} =</math></li> <li>• <math>\frac{1}{4} + \frac{1}{4} =</math></li> </ul> <p>Teacher Think-Aloud: <i>"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 <math>\frac{1}{4} + \frac{1}{4}</math> I have <math>\frac{2}{4}</math> because I have 2, <math>\frac{1}{4}</math> pieces."</i></p>
Provide <b>students</b> with opportunities to <b>solve problems</b> in a group <b>and communicate problem-solving strategies.</b>	<ul style="list-style-type: none"> <li>• Students effectively communicate their strategies to <i>one another</i> using appropriate mathematical vocabulary.</li> <li>• Students effectively communicate their strategies to the <i>teacher</i> using appropriate mathematical vocabulary.</li> </ul>
<b>Provide</b> students ongoing, <b>specific feedback</b> that clarifies what students did correctly or what they need to improve.	<ul style="list-style-type: none"> <li>• Student correctly answers that <math>5 + 3 = 8</math>. Teacher says, "Yes, that is correct. The total of five and three is eight."</li> <li>• Student incorrectly identifies that <math>5 + 3 = 7</math>. 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 <math>5 + 3 = 8</math>. "That is correct. The total of five and three is eight. Thank you for trying again."</i></li> </ul>
Provide <b>frequent cumulative review</b> to ensure that knowledge is maintained over time.	<p>Skill: Adding Decimals</p> <ul style="list-style-type: none"> <li>• Teacher quickly reviews multi-digit addition with an emphasis on place value.</li> </ul>
Provide opportunity for <b>students to apply the skill in word problems.</b>	<p>Skill: Area - finding the area of a rectangle given the side lengths.</p> <ul style="list-style-type: none"> <li>• Students create word problems using the area of squares for example a student creates the following problem, <i>"Bobbie is tiling the kitchen floor with square foot tiles. The floor has side lengths of 10 feet and</i></li> </ul>

12 feet. How many tiles are needed to cover the floor?"

**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"> <li>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</li> </ul>
Digital Centers from enVision 2.0	<ul style="list-style-type: none"> <li>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)</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Reflex- Students work independently in grades 2-5 to build fluency of basic math facts</li> <li>Students use appropriate technology to deepen their understanding of math.</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>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>)</li> </ul>
Four-Square Math	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Literature in Math	<ul style="list-style-type: none"> <li>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.</li> </ul>
Manipulatives	<ul style="list-style-type: none"> <li>Students manipulate math tools to complete a grade level task.</li> </ul>
Math Journals	<ul style="list-style-type: none"> <li>Students write or draw in math journals to summarize their learning.</li> <li>Students review their notes and star key ideas.</li> </ul>
Problem-Solving using DOK 3	<ul style="list-style-type: none"> <li>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.</li> <li>Tasks are available at the following websites:  <a href="http://www.insidemathematics.org">http://www.insidemathematics.org</a>  <a href="https://www.illustrativemathematics.org">https://www.illustrativemathematics.org</a>  <a href="http://illuminations.nctm.org">http://illuminations.nctm.org</a> </li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Students match previously taught vocabulary words with illustrations. After finding a match the student would define the word.</li> <li>Students do a word sort with the enVision vocabulary cards.</li> <li>Students find similarities and differences in words using a Venn Diagram.</li> </ul>

## SALTA 2nd Grade Year-at-a-Glance 2016-2017

Flexible Pacing	Strands/Standards	enVision 2.0 Math Topic Titles	TOPICS	District Assessment Dates
Aug 24-Nov-11 52 Days	<b>Mathematical Practices: 3, 4, 5</b> <b>Operations and Algebraic Thinking: Standard 2</b> <b>(2.OA.B)</b> <b>Operations and Algebraic Thinking: Standard 3 &amp; 4 (2.OA.C)</b> <b>Numbers and Operations in Base 10: Standards 5-9 (2.NBT.B)</b>	• <b>Fluently Add and Subtract Within 20 (10 lessons)</b>	Topic 1	Due by November 11 <b>District-Wide            Standards-Based            Benchmark #1</b>
		• <b>Work with Equal Groups (5 lessons)</b>	Topic 2	
		• <b>Add Within 100 Using Strategies (9 lessons)</b>	Topic 3	
		• <b>Fluently Add Within 100 (8 lessons)</b>	Topic 4	
<b>Math Exemplars-</b> Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>• 2.OA.A.1</li> <li>• 2.OA.C.3 &amp; 4</li> </ul> <b>Number and Operations in Base Ten</b> <ul style="list-style-type: none"> <li>• 2.NBT.B.6 &amp; 9</li> </ul> <b>Measurement and Data</b> <ul style="list-style-type: none"> <li>• 2.MD.C.8</li> </ul>				
Nov 14-Feb 9 51 Days	<b>Mathematical Practices: 2, 3</b> <b>Numbers and Operations in Base 10: Standards 5-9 (2.NBT.B)</b> <b>Operations and Algebraic Thinking: Standard 1</b> <b>(2.OA.A)</b> <b>Measurement and Data: Standards 7-8 (2.MD.C)</b>	• <b>Subtract Within 100 Using Strategies (9 lessons)</b>	Topic 5	Due by February 9 <b>District-Wide            Standards-Based            Benchmark #2</b>
		• <b>Fluently Subtract Within 100 (9 lessons)</b>	Topic 6	
		• <b>More Solving Problems Involving Addition and Subtraction (6 lessons)</b>	Topic 7	
		• <b>Work with Time and Money (8 lessons)</b>	Topic 8	
<b>Math Exemplars-</b> Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>• 2.OA.A.1</li> </ul> <b>Number and Operations in Base Ten</b> <ul style="list-style-type: none"> <li>• 2.NBT.B.6 &amp; 9</li> </ul> <b>Measurement and Data</b> <ul style="list-style-type: none"> <li>• 2.MD.C.8</li> </ul>				

Feb 13 – Apr 28 48 Days	Mathematical Practices: 1, 6, 7, 8	• Numbers to 1,000 (10 lessons)	Topic 9	Due by April 28 District-Wide Standards-Based Benchmark #3
	Numbers & Operations in Base 10: Standards 1-4 (2.NBT.A)	• Add Within 1,000 Using Models and Strategies (7 lessons)	Topic 10	
	Numbers & Operations in Base 10: Standards 5-9 (2.NBT.B)	• Subtract Within 1,000 Using Models and Strategies (7 lessons)	Topic 11	
	Measurement and Data: Standards 1-4 (2.MD.A)	• Measuring Length (9 lessons)	Topic 12	

**Math Exemplars-** Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

**Number and Operations in Base Ten**

- 2.NBT.A.2, 3, & 4
- 2.NBT.B.6, 7, & 9

**Measurement and Data**

- 2.MD.A.4

May 1 – June 6 25 Days	Mathematical Practices: 2, 5, 8	• More Addition, Subtraction, and Length (5 lessons)	Topic 13	Due by June 6 District-Wide Standards-Based Benchmark #4
	Measurement and Data Standards: 5-6 (2.MD.B)	• Graphs and Data (6 lessons)	Topic 14	
	Measurement and Data: Standard 9-10 (2.MD.D) Geometry: Standards 1-3 (2.G.A)	• Shapes and Their Attributes (8 lessons)	Topic 15	

**Math Exemplars-** Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

**Measurement and Data**

- 2.MD.B.5
- 2.MD.D.10

**Geometry**

- 2.G.A.1, 2, & 3

**OPERATIONS AND ALGEBRAIC THINKING (OA)**  
**Topic 1 – Fluently Add and Subtract Within 20**

<b>Report Card Learning Targets:</b> <b>I can....</b> <ul style="list-style-type: none"> <li>Mentally add within 20</li> <li>Mentally subtract within 20</li> </ul>		
<b>TOPIC 1</b>		
<b>Coherence</b>		<b>pp. 1C-1D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>Addition and Subtraction Situations</li> <li>Add and Subtract Within 10</li> <li>Add and Subtract Within 20</li> </ul>	<b>Topic 1:</b> <ul style="list-style-type: none"> <li>Connect Strategies</li> <li>Connect Addition and Subtraction</li> </ul>	<b>Look Ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>Add and Subtract Larger Numbers</li> <li>Add and Subtract Length</li> <li>Add and Subtract Data</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>Fluently Add and Subtract Within 1,000</li> </ul>
<b>Rigor</b>		<b>p. 1E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>Make Sense of Addition and Subtraction Strategies</li> <li>Apply the Commutative Property</li> <li>Relate Addition and Subtraction</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>Use Strategies to Add and Subtract Within 20</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>Addition and Subtraction Situations</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard # 3</b>	
<b>2.MP.3</b>	<b>Construct viable arguments and critique the reasoning of others.</b> Use state 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.  <i>Second grade students solve addition and subtraction problems and make arguments to justify solutions using words, pictures and numbers.</i>	

	<p>I can provide complete and clear explanations of my thinking and work.  I can decide if other students' explanations make sense; clarify or improve other students' arguments.  I can use counterexamples when appropriate.</p>		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
2.OA.2 (2.OA.B)	<p><b>Strand: Operations and Algebraic Thinking</b></p> <p>Second grade students will fluently add and subtract within 20.</p> <p><b>Standard 2.OA.2</b> Fluently add and subtract within 20.</p> <p>A. Add and subtract within 20 using mental strategies such as counting on; making ten (<i>for example, <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math></i>); decomposing a number leading to a ten (<i>for example, <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math></i>); using the relationship between addition and subtraction (<i>for example, knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math></i>); and creating equivalent but easier or known sums (<i>for example, adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math></i>).</p> <p>B. By the end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p><b>Topic 1: Fluently Add and Subtract Within 20</b> (pp. 11-11L)</p> <p><b>1-1</b> Addition Fact Strategies (pp. 5-10)  <b>1-2</b> Doubles and Near Doubles (pp. 11-16)  <b>1-3</b> Make a 10 to Add (pp. 17-22)  <b>1-4</b> Addition Fact Patterns (pp. 23-28)  <b>1-5</b> Count On and Count Back to Subtract (pp. 29-34)  <b>1-6</b> Think Addition to Subtract (pp. 35-40)  <b>1-7</b> Make a 10 to Subtract (pp. 41-46)  <b>1-8</b> Practice Addition and Subtraction Facts (pp. 47-52)  <b>1-9</b> Solve Addition and Subtraction Word Problems (pp. 53-58)  <b>1-10 Math Practices and Problem Solving: Construct Arguments</b> (pp. 59-64)</p>	<p><b>Topic 1:</b></p> <ul style="list-style-type: none"> <li>• equation</li> <li>• addends</li> <li>• sum</li> <li>• doubles</li> <li>• near doubles</li> <li>• difference</li> </ul>
	<p><b>Assessment Options:</b></p>	<p><b>Topic 1 Assessment</b> – Fluently Add and Subtract Within 20 (<i>print or online</i>) (pp. 71-74)  <b>Topic 1 Performance Assessment</b> – Fluently Add and Subtract Within 20 (pp. 75-76)</p>	

Assessment Tasks – Topic 1		
	Procedural Check	Application Task
<b>2.OA.2</b>	<p>Solve each set of problems.</p> <p>4 + 4 = _____    4 + 5 = _____</p> <p>6 + 6 = _____    6 + 7 = _____</p> <p>10 + 5 = _____    9 + 6 = _____</p> <p>10 + 3 = _____    9 + 4 = _____</p> <p>(DOK 2)</p>	<p>Draw a picture and explain how you would use a ten-frame to solve the following problem.</p> <p>Corey’s team had 9 points. Bradley’s team had 8 points. All together how many points did the teams score? (DOK 3)</p> <p>Cam read for 5 hours this week. Next week he wants to read 7 hours. He said this will help him to reach his goal for reading 15 hours every two weeks because <math>5 + 5 = 10</math> and <math>10 + 5 = 15</math>. Is Cam correct? Explain using pictures, numbers and/or words. (DOK 3)</p>

**OPERATIONS AND ALGEBRAIC THINKING (OA)**  
**Topic 2 – Work with Equal Groups**

<b>Report Card Learning Targets:</b> I can....		
<ul style="list-style-type: none"> <li>Mentally add within 20</li> </ul>		
<b>TOPIC 2</b>		
<b>Coherence</b>		<b>pp. 77C-77D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>Addition Facts to 20</li> <li>Addition Equations</li> </ul> <b>Earlier in Grade 2-</b> <ul style="list-style-type: none"> <li>Addition Fluency</li> <li>Doubles and Near Doubles</li> </ul>	<b>Topic 2:</b> <ul style="list-style-type: none"> <li>Even and Odd Numbers</li> <li>Arrays and Repeated Addition</li> <li>Situations Involving Equal Groups</li> </ul>	<b>Look Ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>Add Within 100</li> <li>Problems Involving Addition</li> <li>Skip Count</li> <li>Add Within 1,000</li> <li>Divide Rectangles</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>Understanding Multiplication</li> <li></li> </ul>
<b>Rigor</b>		<b>p. 77E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>Understand Even and Odd Numbers</li> <li>Use and Make Arrays</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>Add Whole Numbers Within 20</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>Addition Situations</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #4</b>	
	<b>p. 77F</b>	
<b>2.MP.4</b>	<b>Model with mathematics.</b> 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.  <i>Second grade students model with math when they draw on math they know, particularly addition, to solve problems involving even and odd numbers and equal groups.</i>	

	<p>I can identify the correct prior knowledge that needs to be applied to solve a problem.</p> <p>I can identify the hidden question(s) in multiple-step problems.</p> <p>I can use numbers, symbols, and words to solve problems.</p> <p>I can identify the operation(s) needed to solve a problem.</p> <p>I can use estimation as appropriate.</p>		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocal
<b>2.OA.3</b> <b>2.OA.4</b> <b>(2.OA.C)</b>	<p><b>Strand: Operations and Algebraic Thinking</b></p> <p>Second grade students will work with equal groups of objects to gain foundations for multiplication.</p> <p><b>Standard 2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, <i>(for example, by pairing objects or counting them by 2s)</i>. Write an equation to express an even number as a sum of two equal addends.</p> <p><b>Standard 2.OA.4</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p><b>Topic 2: Work with Equal Groups</b> <i>(pp. 771-77)</i></p> <p><b>2-1</b> Even and Odd Numbers <i>(pp. 81-86)</i></p> <p><b>2-2</b> Continue Even and Odd Numbers <i>(pp. 87-92)</i></p> <p><b>2-3</b> Use Arrays to Find Totals <i>(pp. 93-98)</i></p> <p><b>2-4</b> Make Arrays to Find Totals <i>(pp. 99-104)</i></p> <p><b>2-5 Math Practices and Problem Solving: Model With Math</b> <i>(pp. 105-110)</i></p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>• ev</li> <li>• oc</li> <li>• ar</li> <li>• ro</li> <li>• cc</li> <li>• ba</li> </ul>
	<p><b>Assessment Options:</b></p>	<p><b>Topic 2 Assessment</b> – Work with Equal Groups <i>(print or online) (pp. 115-116)</i></p> <p><b>Topic 2 Performance Assessment</b> – Work with Equal Groups <i>(pp. 117-118)</i></p>	

2<sup>nd</sup> Grade  
**DWSBA 1: August 24**  
**November 11 –**

**Flexible Pacing:**  
**52 days**  
**NUMBER AND**  
**OPERATIONS IN**  
**BASE TEN (NBT)**

Assessment Tasks – Topic 2		
	Procedural Check	Application Task
<b>2.OA.3</b>	Add. Identify the sum as odd or even. $2 + 2 = \underline{\quad}$ Odd    Even $3 + 2 = \underline{\quad}$ Odd    Even $4 + 2 = \underline{\quad}$ Odd    Even $5 + 2 = \underline{\quad}$ Odd    Even  (DOK 1)	Explain. When you add two even numbers the sum is even. When you add an odd and an even number the sum is odd.  Use pictures to justify your explanations.  (DOK 3)  If you double a number, is it always even. Use pictures, and numbers to justify your answer.  (DOK 3)
<b>2.OA.4</b>	Solve. X X X X X X X X X X X X X X X  $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$  (DOK 2)	Mrs. Watson placed cookie dough on the pan. She placed 5 rows with 3 scoops of dough in each row. Draw a picture and write an equation to find the total number of scoops of dough.  (DOK 3)

**Topic 3 - Add Within 100 Using Strategies**  
**Topic 4 – Fluently Add Within 100**

**Report Card Learning Targets:**

**I can....**

- Solve one and two-step word problems within 100 using addition and subtraction
- Understand place value to the hundreds place
- Fluently add two-digit numbers

**TOPICS 3 AND 4**

**Coherence**

**pp. 119C-119D**

<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>Understand Place Value</li> <li>Add and Subtract Tens and Ones</li> <li>Addition and Subtraction Word Problems</li> </ul>	<b>Topics 3 and 4:</b> <ul style="list-style-type: none"> <li>Compose and Decompose Tens and Ones</li> <li>Mental Math</li> <li>Connect Addition and Subtraction</li> <li>Regroup Ones and Tens</li> <li>Put It All Together</li> <li>One-Step and Two-Step Problems</li> </ul>	<b>Look ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>Add and Subtract Within 100 to Solve Problems</li> <li>Add and Subtract Within 1,000</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>Fluently Add and Subtract Within 1,000</li> </ul>
<b>Rigor</b> <span style="float: right;">p. 119E</span>		
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>Understand the Inverse Relationship Between Addition and Subtraction</li> <li>Tens and Ones</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>Regroup</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>One-Step and Two-Step Problems</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #5 and #4</b> <span style="float: right;">p. 119F</span>	
<b>2.MP.5</b> <b>2.MP.4</b>	<p><b>5. Use appropriate tools strategically.</b> (Topic 3)  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 drawings, diagrams, technologies, and physical objects and tools, as well as mathematical tools such as estimation or a particular strategy or algorithm.  <i>Second grade students use tools such as an open number line, a hundred chart, place-value blocks, and bar diagrams to solve addition and subtraction problems.</i></p> <ul style="list-style-type: none"> <li>I can identify available tools.</li> <li>I can think about correct tools to use without prompting.</li> <li>I use tools correctly and accurately.</li> <li>I know when to use a particular tool.</li> <li>I can decide if the results obtained using a tool make sense.</li> </ul> <p><b>4. Model with mathematics.</b> (Topic 4)  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.  <i>Second grade students apply addition and subtraction strategies to model one- and two-step word problems.</i></p> <ul style="list-style-type: none"> <li>I can identify the correct prior knowledge that needs to be applied to solve a problem.</li> <li>I can use numbers, symbols, and words to solve problems.</li> <li>I can identify the operation(s) needed to solve a problem.</li> </ul>	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
<p><b>2.NBT.5</b>  <b>2.NBT.6</b>  <b>2.NBT.8</b>  <b>2.NBT.9</b>  <b>(2.NBT.B)</b></p>	<p><b>Strand: Numbers and Operations in Base Ten</b></p> <p>Second grade students will use place value understanding and properties of operations to add and subtract.</p> <p><b>Standard 2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Standard 2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>Standard 2.NBT.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p><b>Standard 2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.</p>	<p><b>Topic 3: Add Within 100 Using Strategies</b>  (pp. 119I-119K)</p> <p><b>3-1</b> Add Tens and Ones on a Hundred Chart (pp. 123-128)</p> <p><b>3-2</b> Add Tens on an Open Number Line (pp. 129-134)</p> <p><b>3-3</b> Add Tens and Ones on an Open Number Line (pp. 135-140)</p> <p><b>3-4</b> Break Apart Numbers to Add (pp. 141-146)</p> <p><b>3-5</b> Continue to Break Apart Numbers to Add (pp. 147-152)</p> <p><b>3-6</b> Add Using Compensation (pp. 153-158)</p> <p><b>3-7</b> Practice Adding Using Strategies (pp. 159-164)</p> <p><b>3-8</b> Solve One-Step and Two-Step Problems (pp. 165-170)</p> <p><b>3-9 Math Practices and Problem Solving: Use Appropriate Tools</b> (pp. 171-176)</p> <p><b>Topic 4: Fluently Add Within 100</b>  (pp. 189A-189C)</p> <p><b>4-1</b> Add With Partial Sums (pp. 193-198)</p> <p><b>4-2</b> Continue to Add with Partial Sums (pp. 199-204)</p> <p><b>4-3</b> Models to Add 2-Digit Numbers (pp. 205-210)</p> <p><b>4-4</b> Add 2-Digit Numbers (pp. 211-216)</p> <p><b>4-5</b> Add More than Two 2-Digit Numbers (pp. 217-222)</p> <p><b>4-6</b> Practice Adding (pp. 223-228)</p> <p><b>4-7</b> Solve One-Step and Two-Step</p>	<p><b>Topic 3:</b></p> <ul style="list-style-type: none"> <li>• tens</li> <li>• ones</li> <li>• open number line</li> <li>• break apart</li> <li>• mental math</li> <li>• compensation</li> </ul> <p><b>Topic 4:</b></p> <ul style="list-style-type: none"> <li>• partial sum</li> <li>• regroup</li> <li>• compatible numbers</li> </ul>

		Problems (pp. 229-234) <b>4-8 Math Practices and Problem Solving:          Model With Math</b> (pp. 235-240)	
	<b>Assessment Options:</b> <b>Topic 3 Assessment</b> – Add Within 100 Using Strategies (print or online) (pp. 183-186) <b>Topic 3 Performance Assessment</b> - Add Within 100 Using Strategies (pp. 187-188)	<b>Topic 4 Assessment</b> – Fluently Add Within 100 (print or online) (pp. 247-250) <b>Topic 4 Performance Assessment</b> - Fluently Add Within 100 (pp. 251-252)	

**Math Exemplars-** Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

**Operations and Algebraic Thinking**

- 2.OA.C.3 & 4

**Number and Operations in Base Ten**

- 2.NBT.B.6 & 9

**District Wide Standards-based Benchmark #1 due by November 11**

**Assessment Tasks – Topics 3 and 4**

	<b>Procedural Check</b>	<b>Application Task</b>
<b>2.NBT.5</b>	$6 + 4 = \underline{\quad}$ so, $\underline{\quad} - 4 = 6$  $3 + \underline{\quad} = 10$ so, $10 - 3 = \underline{\quad}$  (DOK 2)	<p>Jayce brought 18 cupcakes to school for her birthday. She had 12 yellow cupcakes. The rest were chocolate. Draw a picture and write an equation to find out the number of chocolate cupcakes. (DOK 2)</p> <p>Summer had 12 questions on her math test. There were 5 questions left to answer. How many questions had Summer answered? Use ten-frames to justify your answer. (DOK 3)</p>
<b>2.NBT.6</b>	Add $21 + 45 =$  $60 + 33 + 11 =$  $16 + 25 + 39 + 55 =$  (DOK 1 )	<p>Susan picked 17 apples, Johnny pick 27 apples and Lee picked 44. How many apples did they pick altogether?                       Use what you know about place value to explain your thinking and prove your answer is correct.                       (DOK 3 )</p>
<b>2.NBT.8</b>	Use mental math to solve.  $181 + 10$ $293 + 100$ $637 - 10$ $985 - 100$  (DOK 1)	<p>The population of Spruceville grew at a rate of 100 people every year. If the population was 1285 in the year 2001, what was the population in 2010? Make a chart to justify your answer. (DOK 3)</p> <p>Martin added \$100 to his account.                      Jane added \$10 to her account.                      If Martin started with \$19 and Jane started with \$119, who had more money? Use mental math and explain your thinking.                       (DOK 2)</p>

<b>2.NBT.9</b>	$22 + 15 = 15 + \underline{\hspace{2cm}}$ $9 + 11 = \underline{\hspace{2cm}} + 2$ $35 + 5 + 5 = 10 + \underline{\hspace{2cm}}$  (DOK 2)	Pancho ran 3 miles on Wednesday, 6 miles on Friday and 4 miles on Sunday. He said he ran 13 miles because $6 + 4 = 10$ and $10 + 3 = 13$ . Carter says Pancho is not correct because he needs to add the numbers in order, $3 + 6 + 4$ and not out of order, $6 + 4 + 3$ . Who is correct? Use pictures, numbers and/or words to tell if his thinking makes sense.  (DOK 3)
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## NUMBER AND OPERATIONS IN BASE TEN (NBT)

## Topic 5 – Subtract Within 100 Using Strategies

## Topic 6 – Fluently Subtract Within 100

## Report Card Learning Targets:

## I can....

- Solve one and two-step word problems within 100 using addition and subtraction
- Understand place value to the hundreds place
- Fluently subtract two-digit numbers

## TOPICS 5 and 6

## Coherence

pp. 119AC-119D

## Look back:

## Grade 1-

- Understand Place Value
- Add and Subtract Tens and Ones
- Addition and Subtraction Word Problems

## Topics 5 and 6:

- Compose and Decompose Tens and Ones
- Mental Math
- Connect Addition and Subtraction
- Regroup Ones and Tens
- Put It All Together
- One-Step and Two-Step Problems
- 

## Look ahead:

## Later in Grade 2-

- Add and Subtract Within 100 to Solve Problems
- Add and Subtract Within 1,000

## Grade 3-

- Fluently Add and Subtract Within 1,000

## Rigor

p. 119E

## Conceptual Understanding:

- Understand the Inverse Relationship Between Addition and Subtraction
- Tens and Ones

## Procedural Skill and Fluency:

- Regroup

## Applications:

- One-Step and Two-Step Problems

## Focus

## Strand: Mathematical Practice Standard #3 and #2

p. 119F

2.MP.3  
2.MP.2

**3. Construct viable arguments and critique the reasoning of others.** (Topic 5)  
Use state 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.

**Second grade students use pictures, words, or equations to explain their strategy for finding a sum or difference.**

- 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.

**2. Reason abstractly and quantitatively.** (Topic 6)

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.

**Second grade students use quantitative reasoning as they translate the quantities in a word problem into an addition or subtraction equation.**

- I can identify and understand the quantities in the problem.
- I can show and explain how quantities are related (e.g. bar diagram).
- 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
<b>2.NBT.5</b> <b>2.NBT.6</b> <b>2.NBT.7</b> <b>2.NBT.8</b> <b>2.NBT.9</b> <b>(2.NBT.B)</b>	<p><b>Strand: Numbers and Operations in Base Ten</b></p> <p>Second grade students will use place value understanding and properties of operations to add and subtract.</p> <p><b>Standard 2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Standard 2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>Standard 2.NBT.7</b> Add and subtract within 1,000 using concrete models or drawings and strategies</p>	<p><b>Topic 5: Subtract Within 100 Using Strategies</b> (pp. 253A-253C)</p> <p><b>5-1</b> Subtract Tens and Ones on a Hundred Chart (pp. 255-260)</p> <p><b>5-2</b> Count Back to Subtract on an Open Number Line (pp. 261-266)</p> <p><b>5-3</b> Continue to Count Back to Subtract on an Open Number Line (pp. 267-272)</p> <p><b>5-4</b> Add Up to Subtract Using an Open Number Line (pp. 273-278)</p> <p><b>5-5</b> Break Apart Numbers to Subtract (pp. 279-284)</p> <p><b>5-6</b> Continue to Break Apart Numbers to Subtract (pp. 285-290)</p> <p><b>5-7</b> Subtract Using Compensation (pp. 291-296)</p>	<p><b>Topic 5:</b></p> <p>No new vocabulary words</p> <p>Review as needed</p>

	<p>based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.</p> <p><b>Standard 2.NBT.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p><b>Standard 2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.</p>	<p><b>5-8</b> Solve One-Step and Two-Step Problems (<i>pp. 297-302</i>)</p> <p><b>5-9 Math Practices and Problem Solving: Critique Reasoning</b> (<i>pp. 303-308</i>)</p> <p><b>Topic 6: Fluently Subtract Within 100</b> (<i>pp. 321A-321C</i>)</p> <p><b>6-1</b> Regroup 1 Ten for 10 Ones (<i>pp. 323-328</i>)</p> <p><b>6-2</b> Models to Subtract 2-Digit and 1-Digit Numbers (<i>pp. 329-334</i>)</p> <p><b>6-3</b> Subtract 2-Digit and 1-Digit Numbers (<i>pp. 335-340</i>)</p> <p><b>6-4</b> Models to Subtract 2-Digit Numbers (<i>pp. 341-346</i>)</p> <p><b>6-5</b> Subtract 2-Digit Numbers (<i>pp. 347-352</i>)</p> <p><b>6-6</b> Use Addition to Check Subtraction (<i>pp. 353-358</i>)</p> <p><b>6-7</b> Practice Subtracting (<i>pp. 359-364</i>)</p> <p><b>6-8</b> Solve One-Step and Two-Step Problems (<i>pp. 365-370</i>)</p> <p><b>6-9 Math Practices and Problem Solving: Reasoning</b> (<i>pp. 371-376</i>)</p>	<p><b>Topic 6:</b></p> <p>No new vocabulary words</p> <p>Review as needed</p>
	<p><b>Assessment Options:</b></p> <p><b>Topic 5 Assessment</b> – Subtract Within 100 Using Strategies (<i>print or online</i>) (<i>pp. 315-318</i>)</p> <p><b>Topic 5 Performance Assessment</b> – Subtract Within 100 Using Strategies (<i>pp. 319-320</i>)</p>	<p><b>Topic 6 Assessment</b> – Fluently Subtract Within 100 (<i>print or online</i>) (<i>pp. 383-386</i>)</p> <p><b>Topic 6 Performance Assessment</b> – Fluently Subtract Within 100 (<i>pp. 387-388</i>)</p>	

**Assessment Tasks – Topics 5 and 6**

**Procedural Check**

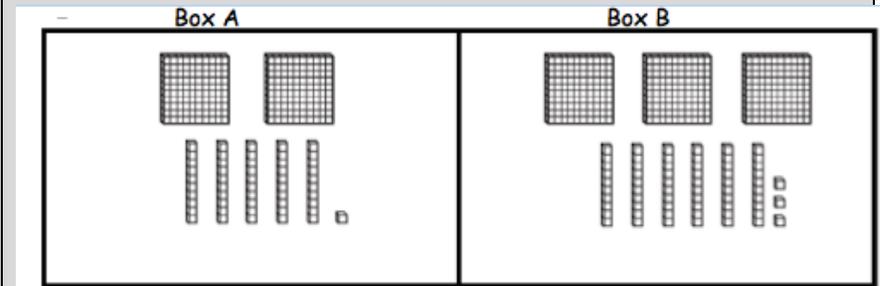
**Application Task**

**2.NBT.5**

Fill in the missing numbers.  
 55, \_\_\_\_, 45, 40, \_\_\_\_, 30  
 120, 110, \_\_\_\_, 90, \_\_\_\_, 70  
 875, \_\_\_\_, 675, 575, \_\_\_\_, 375

(DOK 1)

Rory earned \$52 helping his father. If he spends \$10 a month on movies. How many months can he rent movies? Will he have any money left? Justify your answer.  
 (DOK 3)



What is the sum of Box A and Box B?  
 How many fewer blocks are in Box A than Box B? Use the picture to justify your answer.  
 (DOK 3)

**2.NBT.6**

Add.  
 $29 + 31 + 16 + 44 = \underline{\hspace{2cm}}$   
 $12 + 25 + 28 + 15 = \underline{\hspace{2cm}}$

(DOK 1)

Juan made the following scores on his math tests: 28, 31, 22, and 29. He wanted to know how many points he had scored all together. Write an explanation of a way to combine addends so that Juan could quickly add the scores. Use a drawing to help you explain your thinking.  
 (DOK 3)

Devin wrote down the number of points scored by his favorite NBA player. Game 1 – 13, Game 2 – 21, Game 3 \_\_\_\_\_. He forgot to write the points for Game 3, but he read that the player had scored 53 points in the three game series. How many points did the player score in Game 3? Use words, pictures, and numbers to justify your answer.  
 (DOK 3)

<p><b>2.NBT.7</b></p>	<p>Add.</p> <p><math>192 + 537 =</math></p> <p><math>384 + 140 =</math></p> <p><math>355 - 123 =</math></p> <p><math>222 - 11 =</math></p> <p>(DOK 1)</p>	<p>Michael’s reading goal was 600 pages. By March, Michael had read 478 pages. How many more pages did he need to read to reach his goal?</p> <p>How many pages above his goal would he be if he read 200 more pages?</p> <p>(DOK 2)</p> <p>Reggie was given the following problem: <math>327 + 509</math> He wrote the answer 386. Use words and pictures of place value blocks to show Reggie what he did and how he could solve the problem correctly.</p> <p>(DOK 3)</p>
<p><b>2.NBT.8</b></p>	<p>Solve the following problems mentally.</p> <p><math>245 - 10</math></p> <p><math>829 - 100</math></p> <p><math>703 - 100</math></p> <p>(DOK 1)</p>	<p>Two students were given the following problem to solve mentally.</p> <p><math>604 - 10</math></p> <p>Flora said the answer was 594. Joe said the answer was 504. Who was correct? Explain the mistake that was made.</p> <p>(DOK 2)</p> <p>What is 50 more than 85? Explain your thinking.</p> <p>(DOK 2)</p>
<p><b>2.NBT.9</b></p>	<p>Use the properties of addition to make adding easier.</p> <p><math>24 + 9 + 16 = \underline{\hspace{2cm}}</math></p> <p><math>7 + 46 + 23 = \underline{\hspace{2cm}}</math></p> <p>(DOK 1)</p>	<p>The second classes at Newmont Elementary have 26, 24, and 27 students. Solve using mental math. Explain your thinking.</p> <p>(DOK 2)</p> <p>Jerry bought 17 tickets at the fair. His brother gave him 9 more. Sally had 9 tickets from last year and she bought 17 tickets when she got to the fair. Do Jerry and Sally have the same number of tickets? How do you know? Explain using pictures, numbers and/or words.</p> <p>(DOK 3)</p>

## OPERATIONS AND ALGEBRAIC THINKING (OA)

## Topic 7 – More Solving Problems Involving Addition and Subtraction

<b>Report Card Learning Targets:</b> <b>I can....</b> <ul style="list-style-type: none"> <li>Solve one and two-step word problems within 100 using addition and subtraction</li> </ul>		
<b>TOPIC 7</b>		
<b>Coherence</b>		<b>pp. 389C-389D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>Addition and Subtraction Equations</li> </ul> <b>Earlier in Grade 2-</b> <ul style="list-style-type: none"> <li>Add and Subtract Within 100</li> </ul>	<b>Topic 7:</b> <ul style="list-style-type: none"> <li>Solve One-Step Addition and Subtraction Problems</li> <li>Solve Two-Step Addition and Subtraction Problems</li> </ul>	<b>Look ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>Add and Subtract Within 1,000</li> <li>Measurement Problems</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>Fluently Add and Subtract Within 1,000</li> <li>Solve Two-Step Problems Involving All Operations</li> </ul>
<b>Rigor</b>		<b>p. 389E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>Understand Different Problem Situations</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>Represent Addition and Subtraction Problems</li> <li>Use Representations to Solve Problems</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>Real-World Contexts</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #2</b>	
<b>2.MP.2</b>	<b>Reason abstractly and quantitatively.</b> 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. <b><i>Second grade students represent addition and subtraction word problems using numbers and symbols.</i></b> 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
<b>2.OA.1</b> <b>(2.OA.A)</b>	<p><b>Strand: Operations and Algebraic Thinking</b></p> <p>Second grade students will represent and solve problems involving addition and subtraction.</p> <p><b>Standard 2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions by, <i>for example, using drawings and equations with a symbol for the unknown number to represent the problem.</i></p>	<p><b>Topic 7: More Solving Problems Involving Addition and Subtraction</b> (pp. 389-389)</p> <p><b>7-1</b> Represent Addition and Subtraction Problems (pp. 391-396)</p> <p><b>7-2</b> Mixed Practice: Solve Addition and Subtraction Problems (pp. 397-402)</p> <p><b>7-3</b> Continue Practice with Addition and Subtraction Problems (pp. 403-408)</p> <p><b>7-4</b> Solve Two-Step Problems (pp.409-414)</p> <p><b>7-5</b> Continue to Solve Two-Step Problems (pp. 415-420)</p> <p><b>7-6 Math Practices and Problem Solving: Reasoning</b> (pp. 421-426)</p>	<p><b>Topic 7:</b></p> <p>No new vocabulary words</p> <p>Review as needed</p>
	<p><b>Assessment Options:</b></p>	<p><b>Topic 7 Assessment</b> – More Solving Problems Involving Addition and Subtraction (<i>print or online</i>) (pp. 431-432)</p> <p><b>Topic 7 Performance Assessment</b> – More Solving Problems Involving Addition and Subtraction (pp. 433-434)</p>	
<b>Assessment Tasks – Topic 7</b>			
	<b>Procedural Check</b>	<b>Application Task</b>	
<b>2.OA.1</b>	<p>Solve each equation.</p> <p><math>11 + 1 - 6 = ?</math></p> <p><math>12 + ? - 3 = 11</math></p> <p><math>? - 9 + 15 = 16</math></p> <p style="text-align: right;">(DOK 1)</p>	<p>Solve each problem. Draw pictures to justify your answers.</p> <ol style="list-style-type: none"> <li>Demetri had 14 pennies. Chase gave him some more. Now Demetri has 20 pennies. How many pennies did Chase give him?</li> <li>Talia and Becca put 17 pennies in a jar. Talia put in 9 pennies. How many pennies did Becca put in the jar?</li> <li>Lyla has 8 more pennies than Scott. Lyla has 15 pennies. How many pennies does Scott have?</li> </ol> <p style="text-align: right;">(DOK 3)</p>	

**MEASUREMENT AND DATA (MD)**  
**Topic 8 – Work with Time and Money**

<b>Report Card Learning Targets:</b> <b>I can....</b> <ul style="list-style-type: none"> <li>Tell and write time to the nearest 5 minutes</li> <li>Solve problems involving money</li> </ul>		
<b>TOPIC 8</b>		
<b>Coherence</b>		<b>pp. 435C-435D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>Time</li> </ul> <b>Earlier In Grade 2-</b> <ul style="list-style-type: none"> <li>Work with Equal Groups</li> </ul>	<b>Topic 8:</b> <ul style="list-style-type: none"> <li>Solve Problems with Coins and Bills</li> <li>Tell Time</li> <li>Equivalence</li> <li>Count Money and Tell Time</li> </ul>	<b>Look ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>Skip Count</li> <li>Measure Length</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>Time to the Minute and Elapsed Time</li> </ul>
<b>Rigor</b>		<b>p. 435E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>Count Money</li> <li>Extend Time Concepts</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>Count Coins and Bills</li> <li>Tell Time to the Nearest 5 Minutes</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>Real-World Contexts</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard # 2</b>	
<b>2.MP.2</b>	<b>Reason abstractly and quantitatively.</b> 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. <b><i>Second grade students reason about the values of coins and find different ways to make the same total value.</i></b> I can identify and understand the quantities in the problem. I can show and explain how quantities are related (e.g., equation). 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.	

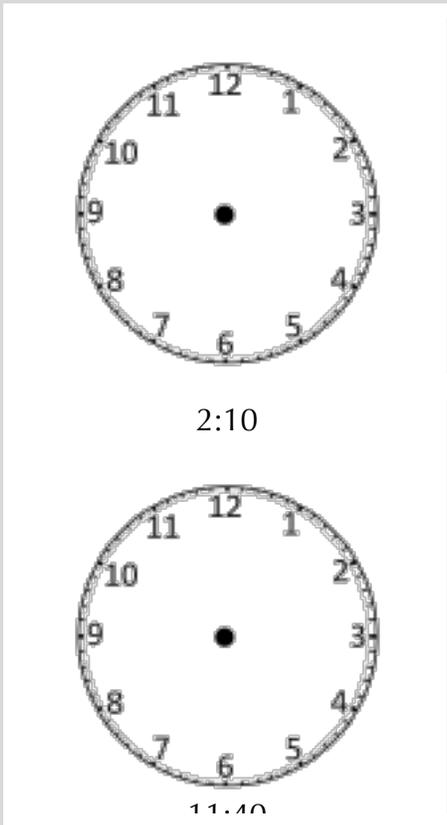
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
<b>2.MD.7</b> <b>2.MD.8</b> <b>(2.MD.C)</b>	<b>Strand: Measurement and Data</b>  Second grade students work with time and money.  <b>Standard 2.MD.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.  <b>Standard 2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>For example, if you have 2 dimes and 3 pennies, how many cents do you have?</i>	<b>Topic 8: Work with Time and Money</b> (pp.435I-435K)  <b>8-1</b> Solve Problems with Coins (pp. 443-448) <b>8-2</b> Continue to Solve Problems with Coins (pp. 449-454) <b>8-3</b> Solve Problems with Dollar Bills (pp. 455-460) <b>8-4</b> Continue to Solve Problems with Dollar Bills (pp. 461-466) <b>8-5 Math Practices and Problem Solving: Reasoning</b> (pp. 467-472) <b>8-6</b> Tell Time to Five Minutes (pp. 473-478) <b>8-7</b> Tell Time Before and After the Hour (pp. 479-484) <b>8-8</b> A.M. and P.M. (pp. 485-490)	<b>Topic 8:</b> <ul style="list-style-type: none"> <li>• dime</li> <li>• nickel</li> <li>• penny</li> <li>• quarter</li> <li>• half-dollar</li> <li>• cents</li> <li>• greatest value</li> <li>• least value</li> <li>• dollar</li> <li>• dollar sign</li> <li>• dollar bills</li> <li>• tally marks</li> <li>• quarter past</li> <li>• half past</li> <li>• quarter to</li> <li>• a.m.</li> <li>• p.m.</li> </ul>
	<b>Assessment Options:</b>	<b>Topic 8 Assessment – Work with Time and Money</b> (print or online) (pp. 497-500) <b>Topic 8 Performance Assessment – Work with Time and Money</b> (pp. 501-502)	
<b>Math Exemplars-</b> Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>• 2.OA.A.1</li> </ul> <b>Number and Operations in Base Ten</b> <ul style="list-style-type: none"> <li>• 2.NBT.B.6 &amp; 9</li> </ul> <b>Measurement and Data</b> <ul style="list-style-type: none"> <li>• 2.MD.C.8</li> </ul>			
District Wide Standards-based Benchmark #2 due by February 9			

Assessment Tasks – Topic 8

Procedural Check

Application Task

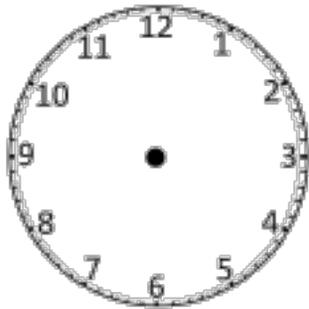
2.MD.7 Draw the hands on each clock to show the time. DOK 1



Carson and his family started their hike at 9:45 a.m. They hiked for 50 minutes before they took a rest. What time was it when they took their first rest? If they ate lunch at 12:00 p.m., how long had it been since they started their hike? (DOK 2)

Baseball practice starts at the time shown on the clock. What time does practice start? Is it a.m. or p.m.? Explain your reasoning. (DOK 2)





5:15

**2.MD.8**

Suzy found six coins in the couch. Three are dimes, two are nickels and one penny. How much money did Suzy find?

(DOK 1)

Wally's father gave him the change from the bowl on his desk. Wally received 2 quarters, 2 dimes, 1 nickel, and 4 pennies. Did Wally have enough money for a \$0.99 burger? Use a drawing to justify your answer.

(DOK 3)

Butch had 8 coins that added up to 25¢. What coins does Butch have? Use pictures, words and numbers to justify your answer.

(DOK 3)

## NUMBER AND OPERATIONS IN BASE TEN (NBT)

## Topic 9 – Numbers to 1,000

<b>Report Card Learning Targets:</b> <b>I can....</b> <ul style="list-style-type: none"> <li>• Understand place value to the hundreds place</li> <li>• Count, read and write numbers to 1000</li> <li>• Compare 3-digit numbers using symbols</li> </ul>		
<b>TOPIC 9</b>		
<b>Coherence</b>		<b>pp. 503C-503D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>• Place Value with 2-Digit Numbers</li> <li>• Number Patterns</li> <li>• Compare 2-Digit Numbers</li> </ul>	<b>Topic 9:</b> <ul style="list-style-type: none"> <li>• Place Value with 3-Digit Numbers</li> <li>• Compare 3-Digit Numbers</li> <li>• Place-Value Patterns</li> </ul>	<b>Look ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>• Add and Subtract Within 1,000</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>• Round Whole Numbers</li> <li>• Fluently Add and Subtract Within 1,000</li> </ul>
<b>Rigor</b>		<b>p. 503E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Understand the Base-10 System</li> <li>• Decompose Numbers in More Than One Way</li> <li>• Connect Skip Counting to Place Value</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>• Represent Numbers in Different Ways</li> <li>• Compare 3-Digit Numbers</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>• Real-World Contexts</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #7</b>	
<b>2.MP.7</b>	<b>Look for and make use of structure.</b> 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>Second grade students describe patterns in digits by making use of a hundred chart or a series of numbers.</i> I can analyze and describe patterns in numbers. I can analyze and describe common attributes and patterns in shapes and solids. I can analyze expressions, equations, procedures, and objects to represent, describe, and work with them in different ways.	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
<p><b>2.NBT.1</b>  <b>2.NBT.2</b>  <b>2.NBT.3</b>  <b>2.NBT.4</b>  <b>(2.NBT.A)</b></p>	<p><b>Strand: Number and Operations in Base Ten</b></p> <p>Second grade students will understand place value.</p> <p><b>Standard 2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; <i>for example, 706 equals 7 hundreds, 0 tens, and 6 ones</i>. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens called a "hundred."</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p><b>Standard 2.NBT.2</b> Count within 1,000; skip-count by fives, tens, and hundreds.</p> <p><b>Standard 2.NBT.3</b> Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.</p> <p><b>Standard 2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p><b>Topic 9: Numbers to 1,000</b> (pp. 503I-503L)</p> <p><b>9-1</b> Understand Hundreds (pp. 511-516)  <b>9-2</b> Models and 3-Digit Numbers (pp. 517-522)  <b>9-3</b> Name Place Values (pp. 523-528)  <b>9-4</b> Read and Write 3-Digit Numbers (pp. 529-534)  <b>9-5</b> Different Ways to Name the Same Number (pp. 535-540)  <b>9-6</b> Place-Value Patterns with Numbers (pp. 541-546)  <b>9-7</b> Skip Count by 5s, 10s, and 100s to 1,000 (pp. 547-552)  <b>9-8</b> Compare Numbers Using Place Value (pp. 553-558)  <b>9-9</b> Compare Numbers on the Number Line (pp. 559-564)  <b>9-10 Math Practices and Problem Solving: Look For and Use Structure</b> (pp. 565-570)</p>	<p><b>Topic 9:</b></p> <ul style="list-style-type: none"> <li>• hundred</li> <li>• thousand</li> <li>• digit</li> <li>• place-value chart</li> <li>• standard form</li> <li>• expanded form</li> <li>• word form</li> <li>• compare</li> <li>• greater than (<math>&gt;</math>)</li> <li>• less than (<math>&lt;</math>)</li> <li>• equals (<math>=</math>)</li> <li>• decrease</li> <li>• increase</li> </ul>
	<p><b>Assessment Options:</b></p>	<p><b>Topic 9 Assessment</b> – Numbers to 1,000 (<i>print or online</i>) (pp. 577-580)  <b>Topic 9 Performance Assessment</b> – Numbers to 1,000 (pp. 581-582)</p>	

**Assessment Tasks – Topic 9**

**Procedural Check**

**Application Task**

**2.NBT.1**

Complete the chart.

	Hundreds	Tens	Ones
153			
207			
481			
960			

(DOK 1)

squares  sticks | and dots ●

Brian used  to model 462. Show Brian's drawing. What would Brian have to do to show 472? Use your drawing to justify your answer.

(DOK 3)

**2.NBT.2**

Fill in the missing numbers.

15, 20, \_\_\_\_\_, 30, 35, \_\_\_\_\_  
 30, \_\_\_\_\_, 50, 60, 70, \_\_\_\_\_, 80  
 220, 230, \_\_\_\_\_, 250  
 600, \_\_\_\_\_, 800, 900, \_\_\_\_\_

(DOK 1)

James emptied his piggy bank and then counted his coins. Use skip counting to find out the total amount of money James had saved. Draw a picture to represent the money.

50 pennies  
 14 nickels  
 12 dimes

(DOK 3)

Each group of four students made handprints of both of their hands. Skip count to find the total number of fingers on the picture. Use words, numbers, and pictures to justify your answer.

(DOK 3)

**2.NBT.3**

Fill in the blanks.

56 = \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones  
 740 = \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones  
 108 = \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones

(DOK 1)

Logan and Betsy were playing a video game.

Logan had nine hundred eighty-four points.

Betsy had seven hundred twelve points.

Who had the most points?

How many more points did each person need to reach the goal of one thousand points?

(DOK 2)

What numbers can you make that are below 100 and have a 4 in the tens place? Use a place-value chart to prove your answer.

(DOK 3)

		<p>Stuart’s grandmother sent him a check for his birthday. The amount on the check said, “one hundred twenty-five dollars”. He received another check for thirty-eight dollars. Write an equation to find the total amount of money Stuart received. Use a place-value chart to prove your answer.</p> <p>(DOK 3)</p>
<p><b>2.NBT.4</b></p>	<p>Use <math>&lt;</math>, <math>&gt;</math>, or <math>=</math> to compare each pair of numbers.</p> <p>111    97  524    623  321    322</p> <p>(DOK 1)</p>	<p>The students at Knollwood Elementary earn tickets for following the school rules.</p> <p>Class A earned 202 tickets.  Class B earned 200 tickets.  Class C earned 222 tickets.</p> <p>Which class had the most tickets? Write the number of tickets in order from the greatest to the least. Create a chart to prove your answer.</p> <p>(DOK 3)</p> <p>My tens digit is 5 more than my ones digit. What could my number be? Use a place-value chart to prove your answer.</p> <p>(DOK 3)</p> <p>Which is greater 4 hundreds, 7 tens, and 3 ones or 2 hundreds, 33 tens, and 8 ones? Use words and pictures to justify your answer.</p> <p>(DOK 3)</p>

**NUMBER AND OPERATIONS IN BASE TEN (NBT)**  
**Topic 10 – Add Within 1,000 Using Models and Strategies**  
**Topic 11 – Subtract Within 1,000 Using Models and Strategies**

<b>Report Card Learning Targets:</b>		
<b>I can....</b>		
<ul style="list-style-type: none"> <li>• Understand addition to 1000 using models</li> <li>• Understand subtraction to 1000 using models</li> <li>• Fluently add two-digit numbers</li> <li>• Fluently subtract two-digit numbers</li> </ul>		
<b>TOPICS 10 and 11</b>		
<b>Coherence</b>		<b>pp. 583C-583D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>• Addition Within 100</li> <li>• Subtract Tens</li> </ul> <b>Earlier In Grade 2-</b> <ul style="list-style-type: none"> <li>• Fluently Add and Subtract Within 100</li> <li>• Place Value Within 1,000</li> </ul>	<b>Topics 10 and 11:</b> <ul style="list-style-type: none"> <li>• Connect Addition and Subtraction</li> <li>• Explain Strategies</li> </ul>	<b>Look ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction with Measurement</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>• Multi-Digit Arithmetic</li> </ul>
<b>Rigor</b>		<b>p. 583E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Understand Regrouping When Adding or Subtracting 3-Digit Numbers</li> <li>• Understand Why Addition and Subtraction Strategies Work</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>• Using Place-Value Strategies</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction Situations</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standards #8 and #1</b>	
	<b>p. 583F</b>	
<b>2.MP.8</b> <b>2.MP.1</b>	<b>8. Look for and express regularity in repeated reasoning.</b> (Topic 10) Notice repetitions in mathematics when solving multiple related problems. Use observations and reasoning to find shortcuts or generalizations. <i>Second grade students generalize an efficient method for subtraction by repeatedly regrouping.</i>	

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 short cuts.  
 I can evaluate the reasonableness of intermediate results.

**1. Make sense of problems and persevere in solving them.** (Topic 11)

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. Upon finding a solution, look back at the problem to determine if the solution is reasonable and accurate, often checking answers to problems using a different method or approach.

***Second grade students persevere as they solve two-step problems, in which they need to make sense of a variety of problem types.***

I can give a good explanation of the problem.  
 I can think about a plan before jumping into the solution.  
 I can think of similar problems, try special cases, or use a simpler form of the problem.  
 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 can pause when solving problems to make sure that the work being done makes sense.  
 I can make sure the answer makes sense before stopping work.

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
2.NBT.5 2.NBT.6 2.NBT.7 2.NBT.8 2.NBT.9 (2.NBT.B)	<p><b>Strand: Number and Operations in Base Ten</b></p> <p>Second grade students will use place value understanding and properties of operations to add and subtract.</p> <p><b>Standard 2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>Standard 2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p><b>Topic 10: Add Within 1,000 Using Models and Strategies</b> (pp. 583I-583K)</p> <p><b>10-1</b> Add 10 and 100 (pp. 585-590)  <b>10-2</b> Add on an Open Number Line (pp. 591-596)  <b>10-3</b> Add using Mental Math (pp. 597-602)  <b>10-4</b> Add using Partial Sums (pp. 603-608)  <b>10-5</b> Use Models to Add (pp. 609-614)  <b>10-6</b> Explain Addition Strategies (pp.615-620)  <b>10-7 Math Practices and Problem Solving: Repeated Reasoning</b> (pp. 621-626)</p>	<p><b>Topic 10:</b></p> <p>No new vocabulary words</p> <p>Review as needed</p>

	<p><b>Standard 2.NBT.7</b> Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and that it is sometimes necessary to compose or decompose tens or hundreds.</p> <p><b>Standard 2.NBT.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p><b>Standard 2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.</p>	<p><b>Topic 11: Subtract Within 1,000 Using Models and Strategies</b> (pp.635A-635C)</p> <p><b>11-1</b> Subtract 10 and 100 (pp. 637-642)  <b>11-2</b> Count Back to Subtract on an Open Number Line (pp. 643-648)  <b>11-3</b> Add Up to Subtract on an Open Number Line (pp. 649-654)  <b>11-4</b> Subtract Using Mental Math (pp. 655-660)  <b>11-5</b> Use Models to Subtract (pp. 661-666)  <b>11-6</b> Explain Subtraction Strategies (pp. 667-672)</p> <p><b>11-7 Math Practices and Problem Solving: Make Sense and Persevere</b> (pp. 673-678)</p>	<p><b>Topic 11:</b></p> <p>No new vocabulary words</p> <p>Review as needed</p>
	<p><b>Assessment Options:</b></p> <p><b>Topic 10 Assessment</b> – Add Within 1,000 Using Models and Strategies (print or online) (pp. 631-632)  <b>Topic 10 Performance Assessment</b> – Add Within 1,000 Using Models and Strategies (pp. 633-634)</p>	<p><b>Topic 11 Assessment</b> – Subtract Within 1,000 Using Models and Strategies (print or online) (pp. 683-684)  <b>Topic 11 Performance Assessment</b> – Subtract Within 1,000 Using Models and Strategies (pp. 685-686)</p>	

**Assessment Tasks – Topics 10 and 11**

**Procedural Check**

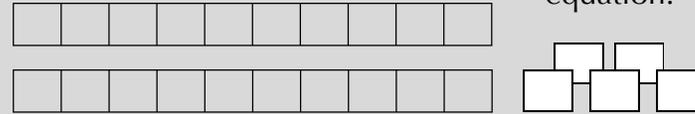
**Application Task**

**2.NBT.5**

Solve 36 and 42.  
 Add the ones: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
 Add the tens: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
 Add each sum: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

(DOK 1)

Use the following image to write a word problem and an equation.



(DOK 2)

What two numbers have a difference of 37? Use words, numbers, and pictures to justify your answer.

(DOK 3)

**2.NBT.6**

22 cars are red  
 61 cars are yellow  
 10 cars are green  
 13 cars are white  
  
 How many cars are there in all?

(DOK 1)

The second grade class is going on a field trip. There are 56 students, 12 parents and 4 teachers. How many people are going on the field trip?

Prove that you answer your answer is correct in two ways using pictures, words or numbers.

(DOK 3)

**2.NBT.7**

Subtract.  

$$\begin{array}{r} 154 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 273 \\ - 42 \\ \hline \end{array}$$

(DOK 1)

Morris had 5 ten-dollar bills, 1 five-dollar bill, and 6 one-dollar bills. He owed his mother \$19. Explain what Morris needed to do in order to give his mother the exact amount he owed her. Use a picture to justify your answer.

(DOK 3)

John estimated 367 marbles in the class marble jar. The class counted the marbles and counted 185 less. How many marbles were in the jar? Use words, pictures, and numbers to justify your answer.

(DOK 3)

<p><b>2.NBT.8</b></p>	<p>Solve the following problems mentally.</p> $487 + 10 = \underline{\hspace{2cm}}$ $250 + \underline{\hspace{2cm}} = 260$ $699 + 100 = \underline{\hspace{2cm}}$ $435 + \underline{\hspace{2cm}} = 535$ <p>(DOK 1)</p>	<p>Each morning Mr. Crosswell would quiz his children on their way to school. He gave the following problem to Corinne and Blake: What number is 10 more than 299? Corinne said that the answer was 309. Blake said the answer was 399. Who was correct? Explain your answer and explain what was wrong. (DOK 3)</p> <p>Chase read 18 pages on Monday. When he opened his book on Wednesday, he was on page 48. How many pages did he read on Tuesday? Use words, numbers, and pictures to justify your answer. (DOK 3)</p>
<p><b>2.NBT.9</b></p>	<p>Add or subtract.</p> $\begin{array}{r} \$1.57 = \underline{\hspace{1cm}} \text{ dollars } \underline{\hspace{1cm}} \text{ dimes } \underline{\hspace{1cm}} \text{ cents} \\ + \$2.31 = \underline{\hspace{1cm}} \text{ dollars } \underline{\hspace{1cm}} \text{ dimes } \underline{\hspace{1cm}} \text{ cents} \\ \hline \underline{\hspace{1cm}} \text{ dollars } \underline{\hspace{1cm}} \text{ dimes } \underline{\hspace{1cm}} \text{ cents} \end{array}$ $\begin{array}{r} \$8.69 = \underline{\hspace{1cm}} \text{ dollars } \underline{\hspace{1cm}} \text{ dimes } \underline{\hspace{1cm}} \text{ cents} \\ - \$0.59 = \underline{\hspace{1cm}} \text{ dollars } \underline{\hspace{1cm}} \text{ dimes } \underline{\hspace{1cm}} \text{ cents} \\ \hline = \underline{\hspace{1cm}} \text{ dollars } \underline{\hspace{1cm}} \text{ dimes } \underline{\hspace{1cm}} \text{ cents} \end{array}$ <p>(DOK 2)</p>	<p>The Jones family began saving their change to donate to the community shelter. In one week, the family members saved the following amounts. Saundra saved 3 quarters, 10 dimes, 18 nickels, and 9 pennies. Russell saved 6 quarters, 3 nickels, and 21 pennies. Mrs. Jones saved 13 dimes, 4 nickels, and 17 pennies. Mr. Jones saved 8 quarters.</p> <p>How much money did each person save? All together how much did the children save? All together how much did the parents save? How much money did they have all together? Create a chart to solve the problem and justify your answers. (DOK 3)</p>

**MEASUREMENT AND DATA (MD)**  
**Topic 12 – Measuring Length**

<b>Report Card Learning Targets:</b> <b>I can....</b>		
<ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units</li> <li>• Solve problems involving length using addition and subtraction</li> </ul>		
<b>TOPIC 12</b>		
<b>Coherence</b>		<b>pp. 687C-687D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>• Measure by Using Indirect Comparisons</li> <li>• Measure by Iterating Length Units</li> </ul>	<b>Topic 12:</b> <ul style="list-style-type: none"> <li>• Estimate and Measure Length</li> <li>• Use Different Length Units</li> <li>• Addition, Subtraction, and Length</li> </ul>	<b>Look ahead:</b> <b>Later in Grade 2-</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction with Measurement</li> </ul> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>• Measure to the Nearest Fourth Inch and Half Inch</li> </ul>
<b>Rigor</b>		<b>p. 687E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Understand the Relationship Between Measurement Units</li> <li>• Understand the Relationship Between the Size of the Unit and the Number of Units</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>• Use Measurement Tools</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>• Real-World Measurement Situations</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #6</b>	
	<b>p. 687F</b>	
<b>2.MP.6</b>	<b>Attend to precision.</b> 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 their representations. Calculate accurately and efficiently, and use clear and concise notation to record their work. <b><i>Second grade students attend to precision when considering both the number and the unit when measuring.</i></b> I can compute accurately. I can use symbols appropriately. I can accurately use problem-solving strategies. I can specify and use units of measure appropriately.	

	I can decide whether an exact answer or estimate is needed. I can calculate efficiently, accurately, and fluently.		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
2.MD.1 2.MD.2 2.MD.3 2.MD.4 (2.MD.A)	<p><b>Strand: Measurement and Data</b></p> <p>Second grade students will measure and estimate lengths in standard units.</p> <p><b>Standard 2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>Standard 2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>Standard 2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>Standard 2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. <i>For example, after measuring a pencil and a crayon, a student uses the measurements to determine that the pencil is two inches longer than the crayon.</i></p>	<p><b>Topic 12: Measuring Length</b> (pp. 687I-687K)</p> <p><b>12-1</b> Estimating Length (pp. 693-698)  <b>12-2</b> Measure with Inches (pp. 699-704)  <b>12-3</b> Inches, Feet, and Yards (pp. 705-710)  <b>12-4</b> Measure Length Using Different Customary Units (pp. 711-716)  <b>12-5</b> Measure with Centimeters (pp. 717-722)  <b>12-6</b> Centimeters and Meters (pp. 723-728)  <b>12-7</b> Measure Length Using Different Metric Units (pp. 729-734)  <b>12-8</b> Compare Lengths (pp. 735-740)  <b>12-9 Math Practices and Problem Solving: Precision</b> (pp. 741-746)</p>	<p><b>Topic 12:</b></p> <ul style="list-style-type: none"> <li>estimate</li> <li>inch (in.)</li> <li>foot (ft)</li> <li>yard (yd)</li> <li>height</li> <li>nearest inch</li> <li>centimeter (cm)</li> <li>nearest centimeter</li> <li>meter (m)</li> </ul>
	<b>Assessment Options:</b>	<p><b>Topic 12 Assessment</b> – Measuring Length (<i>print or online</i>) (pp. 753-756)  <b>Topic 12 Performance Assessment</b> – Measuring Length (pp. 757-758)</p>	
<p><b>Math Exemplars-</b> Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments</p> <p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>2.NBT.A.2, 3, &amp; 4</li> <li>2.NBT.B.6, 7, &amp; 9</li> </ul>			

**Measurement and Data**

- 2.MD.A.4

**M2 Using Everyday Measures: Measuring with the Meerkats**

**District Wide Standards-based Benchmark #3 due by April 28**

**Assessment Tasks – Topic 12**

**Procedural Check**

**Application Task**

**2.MD.1**

Circle the appropriate measuring tool.

1. What would you use to measure your height?  
measuring tape   ruler   yard stick
2. What would you use to measure your waist?  
Measuring tape   ruler   yard stick
3. What would you use to measure a paper clip?  
Measuring tape   ruler   yard stick
4. What would you use to measure a couch?  
Measuring tape   ruler   yard stick

(DOK 1)

For each object:

1. Choose the most appropriate unit of measure (centimeter, inch, feet, or meter.)
2. Estimate the length.
3. Find the actual measure.
4. Create a chart to record your information.

Objects: pencil, eraser, height of door, length of classroom.

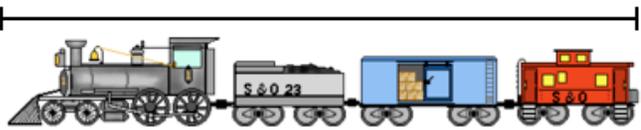
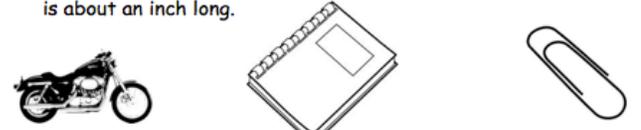
(DOK 2)

Use a ruler to find objects that are the following lengths.

- 5 centimeters
- 10 centimeters
- 15 centimeters
- 20 centimeters

Draw pictures of the ruler and each object.

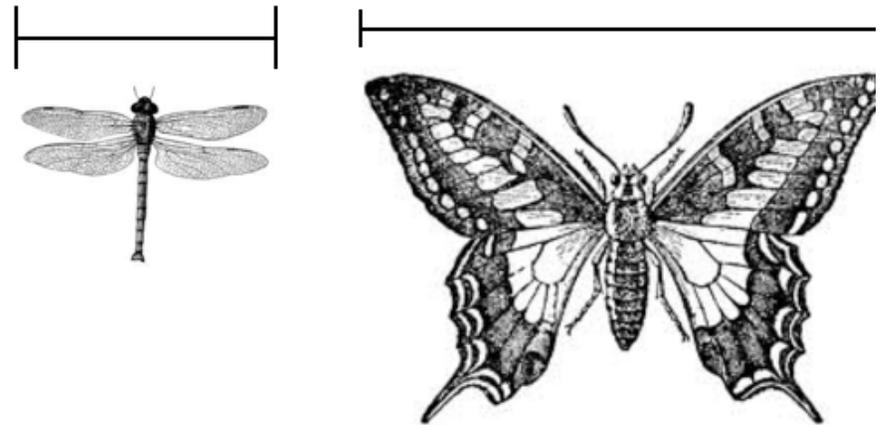
(DOK 2)

<p><b>2.MD.2</b></p>	<p>Measure to the nearest inch and centimeter.</p>  <p>_____ inches</p> <p>_____ centimeters</p>	<p>Measure the length of your desk to the nearest inch. Then measure the length of your desk to the nearest centimeter. Describe how each measurement is related to the size of its unit.</p> <ol style="list-style-type: none"> <li>My desk is _____ inches long.</li> <li>My desk is _____ centimeters long.</li> <li>Why is measuring in centimeters different from measuring in inches?</li> </ol> <p>(DOK 2) On her paper, Susan wrote that the marker was 17. On his paper, Glen wrote that the marker was 7. Both students got the answer correct. How could this be? Use pictures, words, and numbers to justify your answer.</p> <p>(DOK 3)</p>
<p><b>2.MD.3</b></p>	<p>Circle the object that is about a foot long. Put an X on the object that is about an inch long.</p>  <p>Motorcycle      Notebook      Paperclip</p>	<p>Using centimeters as your unit of measure, estimate each of the following:</p> <ul style="list-style-type: none"> <li>the width of your thumbnail</li> <li>the length of your forearm</li> <li>the length from your ankle to your hip</li> </ul> <p>Record each estimate. Compare your estimates with a classmate.</p> <p>(DOK 2)</p>
<p><b>2.MD.4</b></p>	<p>Measure two objects to determine which is longer once in centimeters and once in inches. Find the difference after each set of measurements.</p>	<p>Have your students take several items out of their desks. Books, glue stick, pencil, crayon or scissors. Students are to measure 2 of the objects and record the length on their paper. Students then find the difference in length of the two items and write it on their paper. Repeat using centimeters or inches.</p>

(DOK 1)

(DOK 2)

The lines show the wingspan of a dragonfly and a butterfly. How many centimeters longer is the butterfly's wingspan than the dragonfly's wingspan? Draw a picture of your ruler measurement.



(DOK 2)

**MEASUREMENT AND DATA (MD)**  
**Topic 13 – More Addition, Subtraction, and Length**

<b>Report Card Learning Targets:</b> <b>I can....</b>		
<ul style="list-style-type: none"> <li>• Measure and estimate lengths in standards units</li> <li>• Solve problems involving length using addition and subtraction</li> </ul>		
<b>TOPIC 13</b>		
<b>Coherence</b>		<b>pp. 759C-759D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>• Measure Lengths</li> </ul> <b>Earlier in Grade 2-</b> <ul style="list-style-type: none"> <li>• Add and Subtract on a Number Line</li> <li>• Solve Problems Involving Addition and Subtraction</li> <li>• Measure Lengths</li> </ul>	<b>Topic 13:</b> <ul style="list-style-type: none"> <li>• Use Equations and Pictures</li> <li>• Solve Word Problems</li> </ul>	<b>Look ahead:</b> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>• Use Addition and Subtraction to Solve Word Problems</li> <li>• Solve Word Problems Involving Time, Mass, and Liquid Volume</li> <li>• Perimeter</li> </ul>
<b>Rigor</b>		<b>p. 759E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Understand Different Problem Situations</li> <li>• Represent Whole Numbers as Length</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction Strategies</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>• Addition and Subtraction in Measurement Situations</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #5</b>	
<b>2.MP.5</b>	<p><b>Use appropriate tools strategically.</b>          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 drawings, diagrams, technologies, and physical objects and tools, as well as mathematical tools such as estimation or a particular strategy or algorithm.  <i><b>Second grade students choose the best tools to measure the lengths of lines.</b></i>          I can identify available tools.          I can think about correct tools to use without prompting.</p>	

	<p>I can 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
<b>2.MD.5</b> <b>2.MD.6</b> <b>(2.MD.B)</b>	<p><b>Strand: Measurement and Data</b></p> <p>Second grade students will relate addition and subtraction to length.</p> <p><b>Standard 2.MD.5.</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units. <i>For example, use drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</i></p> <p><b>Standard 2.MD.6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... Represent whole-number sums and differences within 100 on a number line diagram.</p>	<p><b>Topic 13: More Addition, Subtraction, and Length</b> (pp.759I-759J)</p> <p><b>13-1</b> Add and Subtract with Measurements (pp. 761-766)</p> <p><b>13-2</b> Find Unknown Measurements (pp. 767-772)</p> <p><b>13-3</b> Continue to Find Unknown Measurements (pp.773-778)</p> <p><b>13-4</b> Add and Subtract on a Number Line (pp. 779-784)</p> <p><b>13-5 Math Practices and Problem Solving: Use Appropriate Tools</b> (pp. 785-790)</p>	<p><b>Topic 13:</b></p> <p>No new vocabulary words</p> <p>Review as needed</p>
	<p><b>Assessment Options:</b></p>	<p><b>Topic 13 Assessment</b> – More Addition, Subtraction, and Length (print or online) (pp. 795-796)</p> <p><b>Topic 13 Performance Assessment</b> – More Addition, Subtraction, and Length (pp. 797-798)</p>	

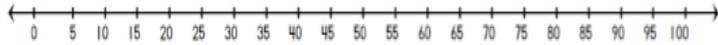
## Assessment Tasks – Topic 13

### Procedural Check

### Application Task

**2.MD.5**

A building is 80 feet tall. A nearby tree is 45 feet tall. How much taller is the building? Show how you solved the problem on the number line.



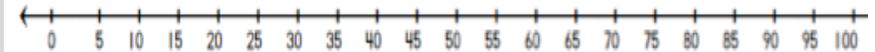
(DOK 2)

Use a drawing and write an equation to solve the problem and justify your answer

There are two ribbons. The total length of the two ribbons is 97 centimeters. The longer ribbon is 55 centimeters. Find the length of the shorter ribbon.

(DOK 3)

A snake was 35 inches long. Now it is 60 inches. How much did the snake grow? Use the number line to justify your answer.



(DOK 3)

**2.MD.6**

Use the number line to subtract.



$$28 - 3$$

$$29 - 5$$

$$31 - 4$$

$$31 - 6$$

(DOK 1)

The students in Mrs. Gland's class recorded the number of seconds it took them to read 100 words. Adalee got faster each time she read.

Week 1 – 62 seconds

Week 2 – 60 seconds

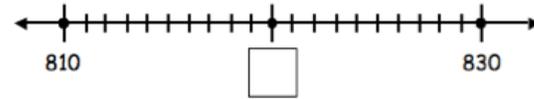
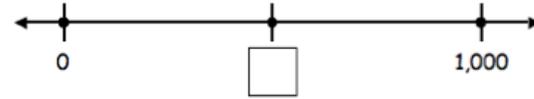
Week 3 – 59 seconds

Week 4 – she went down by 3 seconds

Week 5 – 51 seconds

Create a number line to show Adalee's progress.

(DOK 2)



What number would go in each of the boxes? Explain how you know.

(DOK 2)

MEASUREMENT AND DATA (MD)  
Topic 14 – Graphs and Data

<b>Report Card Learning Targets:</b> <b>I can....</b> <ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units</li> <li>• Represent and interpret data</li> </ul>		
<b>TOPIC 14</b>		
<b>Coherence</b>		<b>pp. 799C-799D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>• Solve Addition and Subtraction Problems Within 20</li> <li>• Represent and Interpret Data</li> </ul> <b>Earlier in Grade 2-</b> <ul style="list-style-type: none"> <li>• Solve Addition and Subtraction Problems Within 100</li> <li>• Measure Length</li> </ul>	<b>Topic 14:</b> <ul style="list-style-type: none"> <li>• Use Graphical Representation</li> <li>• Represent Categorical Data</li> <li>• Use Addition and Subtraction to Interpret Data</li> <li>• Generate and Represent Measurement Data</li> </ul>	<b>Look ahead:</b> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>• Use Scaled Pictures and Bar Graphs</li> <li>• Include Fractions on Line Plots</li> </ul>
<b>Rigor</b>		<b>p. 799E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>• Understand Line Plots</li> <li>• Understand Bar Graphs and Picture Graphs</li> <li>• Interpret Data on a Graph</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>• Construct a Graph</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>• Real-World Contexts</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #2</b>	
<b>2.MP.2</b>	<b>Reason abstractly and quantitatively.</b> 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.  <i>Second grade students use abstract reasoning when they use symbols in picture graphs to represent the frequency of categories of data.</i>	

	<p>I can identify and understand the quantities in the problem.</p> <p>I can show and explain how quantities are related (e.g., in a bar graph or picture graph).</p> <p>I can translate real-world contexts correctly to numbers, expressions, equations, or concrete or pictorial representations.</p> <p>I can connect numbers, expressions, equations, or concrete or pictorial representations back to real-world contexts.</p>		
Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
<b>2.MD.9</b> <b>2.MD.10</b> <b>(2.MD.D)</b>	<p><b>Strand: Measurement and Data</b></p> <p>Second grade students will represent and interpret data.</p> <p><b>Standard 2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>Standard 2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p><b>Topic 14: Graphs and Data</b> (pp. 799I-799J)</p> <p><b>14-1</b> Line Plots (pp. 803-808)</p> <p><b>14-2</b> More Line Plots (pp. 809-814)</p> <p><b>14-3</b> Bar Graphs (pp. 815-820)</p> <p><b>14-4</b> Picture Graphs (pp. 821-826)</p> <p><b>14-5</b> Draw Conclusions from Graphs (pp. 827-832)</p> <p><b>14-6 Math Practices and Problem Solving: Reasoning</b> (pp. 833-838)</p>	<p><b>Topic 14:</b></p> <ul style="list-style-type: none"> <li>• data</li> <li>• line plot</li> <li>• bar graph</li> <li>• symbol</li> <li>• picture graph</li> </ul>
	<p><b>Assessment Options:</b></p>	<p><b>Topic 14 Assessment – Graphs and Data</b> (print or online) (pp. 845-848)</p> <p><b>Topic 14 Performance Assessment – Graphs and Data</b> (pp. 849-850)</p>	

**Assessment Tasks – Topic 14**

**Procedural Check**

**Application Task**

**2.MD.9**

Write the length of the object. Measurements are in inches.



The eraser is \_\_\_\_\_ long.

(DOK 1)

Measure the length of the hands of 5 different students. Measure from the wrist to the tip of the longest finger. Record each length. Create a line plot showing each piece of data. Use the line plot to make comparisons. What is the longest length? What is the shortest length? What is the difference between the longest and the shortest length?

(DOK 2)

**2.MD.10**

How We Come to School  
Each  represents 1 student

Ways to Come We School	Number of Students
Walk	
Bike	
Car	
Bus	

Use the information from the graph.

- How many students walk to school?
- How many students ride the bus?
- How many more students walk than go by car?
- All together how many students walk and ride a bike?

(DOK 2)

Daniel asked his classmates about their pets. He got the following information.  
5 students had a dog.  
7 students had a cat.  
2 students had a turtle.  
4 students had fish.

Create a bar graph that shows the data that Daniel collected. Then write 3 problems that compare the data.

(DOK 2)

**GEOMETRY (G)**  
**Topic 15 – Shapes and Their Attributes**

<b>Report Card Learning Targets:</b> <b>I can....</b>		
<ul style="list-style-type: none"> <li>Recognize and draw shapes having specific characteristics</li> <li>Divide circles and rectangles into equal parts</li> </ul>		
<b>TOPIC 15</b>		
<b>Coherence</b>		<b>pp. 851C-851D</b>
<b>Look back:</b> <b>Grade 1-</b> <ul style="list-style-type: none"> <li>Attributes of 2- and 3-Dimensional Shapes</li> <li>Equal Shares of Circles and Rectangles</li> </ul> <b>Earlier in Grade 2-</b> <ul style="list-style-type: none"> <li>Total Objects in an Array</li> </ul>	<b>Topic 15:</b> <ul style="list-style-type: none"> <li>Attributes of 2-Dimensional Shapes</li> <li>Cubes</li> <li>Equal Parts</li> <li>Equal Groups</li> </ul>	<b>Look ahead:</b> <b>Grade 3-</b> <ul style="list-style-type: none"> <li>Area</li> <li>Fraction Concepts</li> <li>Attributes of 2-Dimensional Shapes</li> </ul>
<b>Rigor</b>		<b>p. 851E</b>
<b>Conceptual Understanding:</b> <ul style="list-style-type: none"> <li>Recognize 2-Dimensional Shapes</li> <li>Cubes</li> <li>Partition Rectangles</li> <li>Understand Equal Shares</li> </ul>	<b>Procedural Skill and Fluency:</b> <ul style="list-style-type: none"> <li>Use Repeated Addition</li> </ul>	<b>Applications:</b> <ul style="list-style-type: none"> <li>Real-World Contexts</li> </ul>
<b>Focus</b>	<b>Strand: Mathematical Practice Standard #8</b>	
<b>2.MP.8</b>	<p><b>Look for and express regularity in repeated reasoning.</b>          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><b><i>Second grade students generalize when they look for shortcuts when partitioning shapes into equal shares.</i></b></p> <ul style="list-style-type: none"> <li>I can notice and describe when certain calculations or steps in a procedure are repeated.</li> <li>I can generalize from examples or repeated observations.</li> <li>I can recognize and understand appropriate shortcuts.</li> <li>I can evaluate the reasonableness of intermediate results.</li> </ul>	

Focus	Standards	Curriculum Supports – enVision 2.0	Vocabulary
<b>2.G.1</b> <b>2.G.2</b> <b>2.G.3</b> <b>(2.G.A)</b>	<p><b>Strand: Geometry</b></p> <p>Second graders will reason with shapes and their attributes.</p> <p><b>Standard 2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Sizes are compared directly or visually, not compared by measuring. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><b>Standard 2.G.1</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b>Standard 2.G.3</b> Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p><b>Topic 15: Shapes and Their Attributes</b> (pp. 851I-851K)</p> <p><b>15-1</b> 2-Dimensional Shapes (pp.859-864)  <b>15-2</b> Polygons and Angles (pp. 865-870)  <b>15-3</b> Draw 2-Dimensional Shapes (pp. 871-876)  <b>15-4</b> Cubes (pp. 877-882)  <b>15-5</b> Divide Rectangles into Equal Squares (pp. 883-888)  <b>15-6</b> Partition Shapes (pp. 889-894)  <b>15-7</b> Equal Shares, Different Shapes (pp. 895-900)  <b>15-8 Math Practices ad Problem Solving: Repeated Reasoning</b> (pp. 901-906)</p>	<p><b>Topic 15:</b></p> <ul style="list-style-type: none"> <li>• vertices</li> <li>• quadrilaterals</li> <li>• pentagons</li> <li>• hexagons</li> <li>• polygon</li> <li>• angle</li> <li>• right angle</li> <li>• cube</li> <li>• face</li> <li>• edge</li> <li>• equal shares</li> <li>• halves</li> <li>• thirds</li> <li>• fourths</li> </ul>
	<p><b>Assessment Options:</b></p>	<p><b>Topic 15 Assessment</b> – Shapes and Their Attributes (<i>print or online</i>) (pp. 913-916)  <b>Topic 15 Performance Assessment</b> – Shapes and Their Attributes (pp. 917-918)</p>	

**Math Exemplars-** Utilize both Summative Assessment Task and Instructional Tasks/Formative Assessments

**Measurement and Data**

- 2.MD.B.5
- 2.MD.D.10

**Geometry**

- 2.G.A.1, 2, & 3

**M2 Designing a Shape Gallery: Geometry with the Meerkats**

**District Wide Standards-based Benchmark #4 due by June 6**

**Assessment Tasks – Topic 15**

**Procedural Check**

**Application Task**

**2.G.1** Match each shape to its correct label. (DOK 1)



Hexagon



Triangle



Pentagon

Use the following shapes to create a pattern. Each shape must be used 4 times.

- a. triangle
- b. quadrilateral
- c. pentagon
- d. hexagon

(DOK 2)

I have more than 2 angles but less than 5 angles.  
2 of my sides are the same length.

What shape am I?

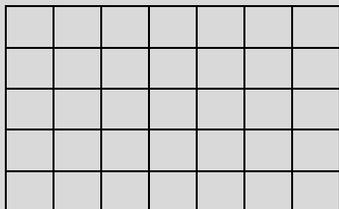
Draw a picture to justify your answer?

Could I be a different shape?

Draw a picture to justify your answer?

(DOK 3)

**2.G.2** Count the number of same-sized squares in the rectangle.



(DOK 1)

Draw two different rectangles that are made up of 24 equal-sized squares.

(DOK 2)

Brady drew a rectangle that had 5 rows and 6 columns.

Dora drew a rectangle that had 4 rows and 7 columns.

Dora said that her rectangle had more squares.

Was Dora correct?

Draw words, pictures and drawing to justify your answer.

(DOK 3)

**2.G.3 Color in one fourth of the rectangle.**

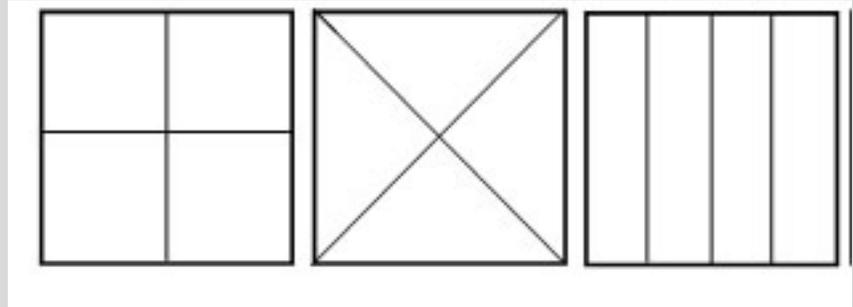


(DOK 1)

Sam made a card for her grandmother's birthday. She folded the paper into 3 equal sections. Show how Sam folded her paper. How many ways could this be done?

(DOK 2)

Mrs. Lander made 3 peanut butter sandwiches for Lyla, Carly, and Jen. She cut the sandwiches as shown below:



Lyla's

Carly's

Jen's

Carly said that her pieces were the biggest. Was she correct? Explain your reasoning.

(DOK 2)



## **2<sup>nd</sup> 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 (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](mailto: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>

## Standards for Mathematical Practice in Second 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 Grade 2 students complete.

<p><b>1) Make Sense and Persevere in Solving Problems.</b></p>	<p>Mathematically proficient students in Second Grade examine problems and tasks, can make sense of the meaning of the task and find an entry point or a way to start the task. Second Grade students also develop a foundation for problem solving strategies and become independently proficient on using those strategies to solve new tasks. In Second Grade, students’ work continues to use concrete manipulatives and pictorial representations as well as mental mathematics. Second Grade students also are expected to persevere while solving tasks; that is, if students reach a point in which they are stuck, they can reexamine the task in a different way and continue to solve the task. Lastly, mathematically proficient students complete a task by asking themselves the question, “Does my answer make sense?”</p>
<p><b>2) Reason abstractly and quantitatively.</b></p>	<p>Mathematically proficient students in Second Grade make sense of quantities and relationships while solving tasks. This involves two processes- decontextualizing and contextualizing. In Second Grade, students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task, “There are 25 children in the cafeteria and they are joined by 17 more children. How many students are in the cafeteria?” Second Grade students translate that situation into an equation, such as: <math>25 + 17 = \underline{\quad}</math> and then solve the problem. Students also contextualize situations during the problem solving process. For example, while solving the task above, students can refer to the context of the task to determine that they need to subtract 19 since 19 children leave. The processes of reasoning also other areas of mathematics such as determining the length of quantities when measuring with standard units.</p>
<p><b>3) Construct viable arguments and critique the reasoning of others.</b></p>	<p>Mathematically proficient students in Second Grade accurately use definitions and previously established solutions to construct viable arguments about mathematics. During discussions about problem solving strategies, students constructively critique the strategies and reasoning of their classmates. For example, while solving <math>74 - 18</math>, students may use a variety of strategies, and after working on the task, can discuss and critique each others’ reasoning and strategies, citing similarities and differences between strategies.</p>
<p><b>4) Model with mathematics.</b></p>	<p>Mathematically proficient students in Second 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. Second Grade students use concrete manipulatives and pictorial representations to provide further explanation of the equation. Likewise, Second Grade students are able to create an appropriate problem situation from an equation. For example, students are expected to create a story problem for the equation <math>43 + 17 = \underline{\quad}</math> such as “There were 43 gumballs in the machine. Tom poured in 17 more gumballs. How many gumballs are now in the machine?”</p>

<p><b>5) Use appropriate tools strategically.</b></p>	<p>Mathematically proficient students in Second Grade have access to and use tools appropriately. These tools may include snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, and concrete geometric shapes (e.g., pattern blocks, 3-d solids). Students also have experiences with educational technologies, such as calculators and virtual manipulatives, which support conceptual understanding and higher-order thinking skills. During classroom instruction, students have access to various mathematical tools as well as paper, and determine which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.</p>
<p><b>6) Attend to precision.</b></p>	<p>Mathematically proficient students in Second Grade are precise in their communication, calculations, and measurements. In all mathematical tasks, students in Second Grade communicate clearly, using grade-level appropriate vocabulary accurately as well as giving precise explanations and reasoning regarding their process of finding solutions. For example, while measuring an object, care is taken to line up the tool correctly in order to get an accurate measurement. During tasks involving number sense, students consider if their answer is reasonable and check their work to ensure the accuracy of solutions.</p>
<p><b>7) Look for and make use of structure.</b></p>	<p>Mathematically proficient students in Second Grade carefully look for patterns and structures in the number system and other areas of mathematics. For example, students notice number patterns within the tens place as they connect skip count by 10s off the decade to the corresponding numbers on a 100s chart. While working in the Numbers in Base Ten domain, students work with the idea that 10 ones equals a ten, and 10 tens equals 1 hundred. In addition, Second Grade students also make use of structure when they work with subtraction as missing addend problems, such as <math>50 - 33 = \underline{\quad}</math> can be written as <math>33 + \underline{\quad} = 50</math> and can be thought of as, "How much more do I need to add to 33 to get to 50?"</p>
<p><b>8) Look for and express regularity in repeated reasoning.</b></p>	<p>Mathematically proficient students in Second Grade begin to look for regularity in problem structures when solving mathematical tasks. For example, after solving two digit addition problems by decomposing numbers (<math>33 + 25 = 30 + 20 + 3 + 5</math>), students may begin to generalize and frequently apply that strategy independently on future tasks. Further, students begin to look for strategies to be more efficient in computations, including doubles strategies and making a ten. Lastly, while solving all tasks, Second Grade students accurately check for the reasonableness of their solutions during and after completing the task.</p>

## Grade 2 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 Second Grade can be found on page 17 in the *Common Core State Standards for Mathematics*.

### 1. Extending understanding of base-ten notation

Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

### 2. Building fluency with addition and subtraction.

Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

### 3. Using standard units of measure.

Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

### 4. Describing and analyzing shapes.

Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

# Operations and Algebraic Thinking

2.0A

## Common Core Cluster

### Represent and solve problems involving 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: **add, subtract, more, less, equal, equation, putting together, taking from, taking apart, addend**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?								
<p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup></p> <p><sup>1</sup> See Glossary, Table 1.</p>	<p>Second Grade students extend their work with addition and subtraction word problems in two major ways. First, they represent and solve word problems within 100, building upon their previous work to 20. In addition, they represent and solve one and two-step word problems of all three types (Result Unknown, Change Unknown, Start Unknown). Please see <b>Table 1</b> at end of document for examples of all problem types.</p> <p>One-step word problems use one operation. Two-step word problems use two operations which may include the same operation or opposite operations.</p> <table border="1" data-bbox="653 771 1982 1166"> <thead> <tr> <th data-bbox="653 771 1125 846">One Step Word Problem One Operation</th> <th data-bbox="1125 771 1556 846">Two-Step Word Problem Two Operations, Same</th> <th data-bbox="1556 771 1982 846">Two-Step Word Problem Two Operations, Opposite</th> </tr> </thead> <tbody> <tr> <td data-bbox="653 846 1125 1166"> <p>There are 15 stickers on the page. Brittany put some more stickers on the page. There are now 22 stickers on the page. How many stickers did Brittany put on the page?</p> <math display="block">15 + \square = 22</math> <math display="block">22 - 15 = \square</math> </td> <td data-bbox="1125 846 1556 1166"> <p>There are 9 blue marbles and 6 red marbles in the bag. Maria put in 8 more marbles. How many marbles are in the bag now?</p> <math display="block">9 + 6 + 8 = \square</math> </td> <td data-bbox="1556 846 1982 1166"> <p>There are 9 peas on the plate. Carlos ate 5 peas. Mother put 7 more peas on the plate. How many peas are on the plate now?</p> <math display="block">9 - 5 + 7 = \square</math> </td> </tr> </tbody> </table> <p><u>Two-Step Problems:</u> Because Second Graders are still developing proficiency with the most difficult subtypes (shaded in white in Table 1 at end of the glossary): <i>Add To/Start Unknown</i>; <i>Take From/Start Unknown</i>; <i>Compare/Bigger Unknown</i>; and <i>Compare/Smaller Unknown</i>, two-step problems do <b>not</b> involve these sub-types (Common Core Standards Writing Team, May 2011). Furthermore, most two-step problems should focus on single-digit addends since the primary focus of the standard is the problem-type.</p>			One Step Word Problem One Operation	Two-Step Word Problem Two Operations, Same	Two-Step Word Problem Two Operations, Opposite	<p>There are 15 stickers on the page. Brittany put some more stickers on the page. There are now 22 stickers on the page. How many stickers did Brittany put on the page?</p> $15 + \square = 22$ $22 - 15 = \square$	<p>There are 9 blue marbles and 6 red marbles in the bag. Maria put in 8 more marbles. How many marbles are in the bag now?</p> $9 + 6 + 8 = \square$	<p>There are 9 peas on the plate. Carlos ate 5 peas. Mother put 7 more peas on the plate. How many peas are on the plate now?</p> $9 - 5 + 7 = \square$
One Step Word Problem One Operation	Two-Step Word Problem Two Operations, Same	Two-Step Word Problem Two Operations, Opposite							
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As second grade students solve one- and two-step problems they use manipulatives such as snap cubes, place value materials (groupable and pre-grouped), ten frames, etc.; create drawings of manipulatives to show their thinking; or use number lines to solve and describe their strategies. They then relate their drawings and materials to equations. By solving a variety of addition and subtraction word problems, second grade students determine the unknown in all positions (*Result* unknown, *Change* unknown, and *Start* unknown). Rather than a letter (“*n*”), boxes or pictures are used to represent the unknown number. For example:

Problem Type: Add To		
<p><u>Result Unknown:</u> There are 29 students on the playground. Then 18 more students showed up. <i>How many students are there now?</i> <math>29 + 18 = \square</math></p>	<p><u>Change Unknown:</u> There are 29 students on the playground. <i>Some more students show up.</i> There are now 47 students. <i>How many students came?</i> <math>29 + \text{☼} = 47</math></p>	<p><u>Start Unknown:</u> <i>There are some students on the playground.</i> Then 18 more students came. There are now 47 students. <i>How many students were on the playground at the beginning?</i> <math>\square + 18 = 47</math></p>

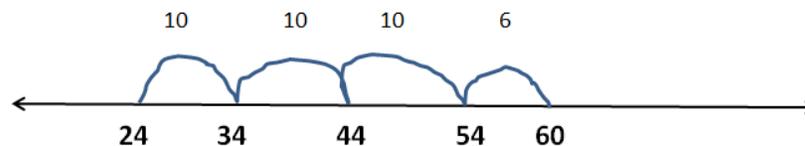
See Glossary, Table 1 for additional examples (found at end of document).

Second Graders use a range of methods, often mastering more complex strategies such as making tens and doubles and near doubles for problems involving addition and subtraction within 20. Moving beyond counting and counting-on, second grade students apply their understanding of place value to solve problems.

**One-Step Example:** **Some students are in the cafeteria. 24 more students came in. Now there are 60 students in the cafeteria. How many were in the cafeteria to start with?** Use drawings and equations to show your thinking.

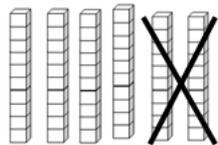
**Student A:** I read the equation and thought about how to write it with numbers. I thought, “What and 24 makes 60?” So, my equation for the problem is  $\square + 24 = 60$ . I used a number line to solve it.

I started with 24. Then I took jumps of 10 until I got close to 60. I landed on 54. Then, I took a jump of 6 to get to 60. So,  $10 + 10 + 10 + 6 = 36$ . So, there were 36 students in the cafeteria to start with.

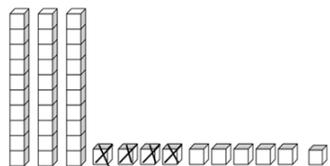


**Student B:** I read the equation and thought about how to write it with numbers. I thought, “There are 60 total. I know about the 24. So, what is  $60 - 24$ ?” So, my equation for the problem is  $60 - 24 = \square$  I used place value blocks to solve it.

I started with 60 and took 2 tens away.



I needed to take 4 more away. So, I broke up a ten into ten ones. Then, I took 4 away.

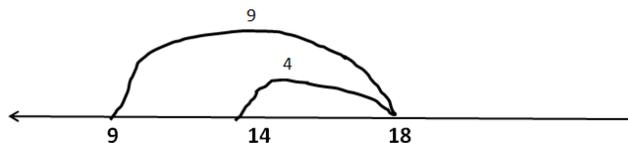


That left me with 36. So, 36 students were in the cafeteria at the beginning.  $60 - 24 = 36$

**Two-Step Example:** There are 9 students in the cafeteria. 9 more students come in. After a few minutes, some students leave. There are now 14 students in the cafeteria. How many students left the cafeteria? Use drawings and equations to show your thinking.

**Student A**

I read the equation and thought about how to write it with numbers:  $9 + 9 - \square = 14$ . I used a number line to solve it. I started at 9 and took a jump of 9. I landed on 18. Then, I jumped back 4 to get to 14. So, overall, I took 4 jumps. 4 students left the cafeteria.



**Student B**

I read the equation and thought about how to write it with numbers:  $9 + 9 - \square = 14$ . I used doubles to solve it. I thought about double 9s.  $9 + 9$  is 18. I knew that I only needed 14. So, I took 4 away, since 4 and 4 is eight. So, 4 students left the cafeteria.

<b>Common Core Cluster</b>	
<b>Add and subtract within 20.</b>	
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: <b>add, subtract, sum, more, less, equal, equation, putting together, taking from, taking apart, addend</b>	
<b>Common Core Standard</b>	<b>Unpacking</b> What do these standards mean a child will know and be able to do?
<p><b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p><sup>2</sup>See standard 1.OA.6 for a list of mental strategies.</p>	<p>Building upon their work in First Grade, Second Graders use various addition and subtraction strategies in order to fluently add and subtract within 20:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>1.OA.6 Mental Strategies</b></p> <ul style="list-style-type: none"> <li>• Counting on</li> <li>• Making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>)</li> <li>• Decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>)</li> <li>• Using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>)</li> <li>• Creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12</math>, <math>12 + 1 = 13</math>)</li> </ul> </div> <p>Second Graders internalize facts and develop fluency by repeatedly using strategies that make sense to them. When students are able to demonstrate fluency they are accurate, efficient, and flexible. Students must have efficient strategies in order to know sums from memory.</p> <p>Research indicates that teachers can best support students’ memory of the sums of two one-digit numbers through varied experiences including making 10, breaking numbers apart, and working on mental strategies. These strategies replace the use of repetitive timed tests in which students try to memorize operations as if there were not any relationships among the various facts. When teachers teach facts for automaticity, rather than memorization, they encourage students to think about the relationships among the facts. (Fosnot &amp; Dolk, 2001)</p> <p style="text-align: center;">It is no accident that the standard says “know from memory” rather than “memorize”. The first describes an outcome, whereas the second might be seen as describing a method of achieving that outcome. So no, the standards are not dictating timed tests. (McCallum, October 2011)</p>

Developing Fluency for Addition & Subtraction within 20

Example:  $9 + 5 = \underline{\quad}$

**Student A**  
*Counting On*

I started at 9 and then counted 5 more. I landed on 14.

**Student B**

*Decomposing a Number-Leading to a Ten*

I know that 9 and 1 is 10, so I broke 5 into 1 and 4. 9 plus 1 is 10. Then I have to add 4 more, which is 14.

Example:  $13 - 9 = \underline{\quad}$

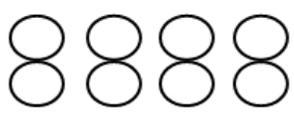
**Student A**  
*Using the Relationship between Addition and Subtraction*

I know that 9 plus 4 equals 13. So 13 minus 9 is 4.

**Student B**

*Creating an Easier Problem*

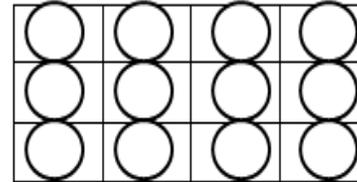
Instead of 13 minus 9, I added 1 to each of the numbers to make the problem 14 minus 10. I know the answer is 4. So 13 minus 9 is also 4.

Common Core Cluster									
<b>Work with equal groups of objects to gain foundations for multiplication.</b>									
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: <b>odd, even, row, column, rectangular array, equal, addend</b>									
Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?								
<p><b>2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>Second graders apply their work with doubles to the concept of odd and even numbers. Students should have ample experiences exploring the concept that if a number can be decomposed (broken apart) into two equal addends or doubles addition facts (e.g., <math>10 = 5 + 5</math>), then that number (10 in this case) is an even number. Students should explore this concept with concrete objects (e.g., counters, cubes, etc.) before moving towards pictorial representations such as circles or arrays.</p> <p><u>Example:</u> <b>Is 8 an even number? Justify your thinking.</b></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b>Student A</b></p> <p>I grabbed 8 counters. I paired counters up into groups of 2. Since I didn't have any counters left over, I know that 8 is an even number.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b>Student B</b></p> <p>I grabbed 8 counters. I put them into 2 equal groups. There were 4 counters in each group, so 8 is an even number.</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b>Student C</b></p> <p>I drew 8 boxes in a rectangle that had two columns. Since every box on the left matches a box on the right, I know that 8 is even.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center;"><b>Student D</b></p> <p>I drew 8 circles. I matched one on the left with one on the right. Since they all match up I know that 8 is an even number.</p> <div style="text-align: center; margin-top: 10px;">  </div> </div> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 20px auto;"> <p style="text-align: center;"><b>Student E</b></p> <p>I know that 4 plus 4 equals 8. So 8 is an even number.</p> </div> <p>The focus of this standard is placed on the conceptual understanding of even and odd numbers. An even number is an amount that can be made of two equal parts with no leftovers. An odd number is one that is not even or cannot be made of two equal parts. The number endings of 0, 2, 4, 6, and 8 are only an interesting and useful pattern or observation and should not be used as the definition of an even number. (Van de Walle &amp; Lovin, 2006, p. 292)</p>								

**2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends

Second graders use rectangular arrays to work with repeated addition, a building block for multiplication in third grade. A rectangular array is any arrangement of things in rows and columns, such as a rectangle of square tiles. Students explore this concept with concrete objects (e.g., counters, bears, square tiles, etc.) as well as pictorial representations on grid paper or other drawings. Due to the commutative property of multiplication, students can add either the rows or the columns and still arrive at the same solution.

Example: **What is the total number of circles below?**



**Student A**

I see 3 counters in each column and there are 4 columns. So I added  $3 + 3 + 3 + 3$ . That equals 12.

$$3 + 3 + 3 + 3 = 12$$

**Student B**

I see 4 counters in each row and there are 3 rows. So I added  $4 + 4 + 4$ . That equals 12.

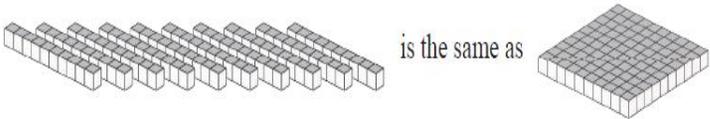
$$4 + 4 + 4 = 12$$

## Common Core Standard and Cluster

### Understand place value.

Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

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: **hundreds, tens, ones, skip count, base-ten, number names to 1,000 (e.g., one, two, thirty, etc.), expanded form, greater than (>), less than (<), equal to (=), digit, compare**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
<p><b>2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: (See 2.NBT.1a &amp; b)</p>	<p>Second Grade students extend their base-ten understanding to hundreds as they view 10 tens as a unit called a “hundred”. They use manipulative materials and pictorial representations to help make a connection between the written three-digit numbers and hundreds, tens, and ones.</p> <div style="text-align: center;">  </div> <p>As in First Grade, Second Graders’ understanding about hundreds also moves through <u>several stages</u>: <b>Counting By Ones; Counting by Groups &amp; Singles; and Counting by Hundreds, Tens and Ones.</b></p> <p><b>Counting By Ones:</b> At first, even though Second Graders will have grouped objects into hundreds, 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.</p> <p><b>Counting By Groups and Singles:</b> While students are able to group objects into collections of hundreds, tens and ones and now tell how many groups of hundreds, 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.</p> <p><u>Example:</u></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Teacher:</b> How many blocks do you have?  <b>Student:</b> I have 3 hundreds, 4 tens and 2 left-overs.  <b>Teacher:</b> Does that help you know how many? How many do you have?  <b>Student:</b> Let me see. 100, 200, 300... ten, twenty, thirty, forty. So that’s 340 so far. Then 2 more. 342.</p> </div>

**Counting by Hundreds, Tens & Ones:** Students are able to group objects into hundreds, tens and ones, tell how many groups and left-overs there are, and now use that information to tell how many. Occasionally, as this stage becomes fully developed, second graders rely on counting to “really” know the amount, even though they may have just counted the total by groups and left-overs.

Example:

**Teacher:** How many blocks do you have?

**Student:** I have 3 hundreds, 4 tens and 2 left-overs.

**Teacher:** Does that help you know how many? How many do you have?

**Student:** Yes. That means that I have 342.

**Teacher:** Are you sure?

**Student:** Um. Let me count just to make sure. 100, 200, 300,...340, 341, 342. Yes. I was right. There are 342 blocks.

Understanding the value of the digits is more than telling the number of tens or hundreds. Second Grade students who truly understand the position and place value of the digits are also able to confidently model the number with some type of visual representation. Others who seem like they know, because they can state which number is in the tens place, may not truly know what each digit represents.

Example: Student Mastered

**Teacher:** What is this number? 726

**Student:** Seven hundred sixteen.

**Teacher:** Make this amount using your place value cards.

**Student:** *Uses 7 hundreds card, 2 ten cards and 6 singles.*

**Teacher:** *Pointing to the 6, Can you show me where you have this?*

**Student:** *Points to the 6 singles.*

**Teacher:** *Pointing to the 2, Can you show me where you have this?*

**Student:** *Points to the two tens.*

**Teacher:** *Pointing to the 7, Can you show me where you have this?*

**Student:** *Points to the 7 hundreds.*

Example: Student Not Yet Mastered

**Teacher:** What is this number? 726

**Student:** Seven hundred sixteen.

**Teacher:** Make this amount using your place value cards.

**Student:** *Uses 7 hundreds card, 2 ten cards and 6 singles.*

**Teacher:** *Pointing to the 6, Can you show me where you have this?*

**Student:** *Points to the 6 singles.*

**Teacher:** *Pointing to the 2, Can you show me where you have this?*

**Student:** *Points to two of the 6 singles (rather than two tens).*

<p>a. 100 can be thought of as a bundle of ten tens — called a “hundred.”</p>	<p>Second Graders extend their work from first grade by applying the understanding that “100” is the same amount as 10 groups of ten as well as 100 ones. This lays the groundwork for the structure of the base-ten system in future grades.</p> <p><u>Example:</u>  <b>Teacher:</b> I have a pile of base-ten rods. Count out 12 please.  <b>Student:</b> Student gathers 12 ten-rods.  <b>Teacher:</b> How many cubes do you think you have?  <b>Student:</b> Makes an estimate.  <b>Teacher:</b> Count them to see.  <b>Student:</b> 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120. There’s 120 here.  <b>Teacher:</b> So, do you think you have enough to make a 100?  <b>Student:</b> Yes.  <b>Teacher:</b> Go ahead and trade some in to make a 100.  <b>Student:</b> Student trades 10 rods for a 100 flat and leaves 2 tens remaining.  <b>Teacher:</b> What do you have now?  <b>Student:</b> I have 1 hundred and 2 tens.  <b>Teacher:</b> Does that help you know how many you have in all?  <b>Student:</b> Yes. 1 hundred and 2 tens is 120. There are 120 cubes here in all.</p>
<p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p>Second Grade students build on the work of <b>2.NBT.2a</b>. They explore the idea that numbers such as 100, 200, 300, etc., are groups of hundreds with zero tens and ones. Students can represent this with both groupable (cubes, links) and pre-grouped (place value blocks) materials.</p>
<p><b>2.NBT.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.</p>	<p>Second Grade students count within 1,000. Thus, students “count on” from any number and say the next few numbers that come afterwards.</p> <p><u>Example:</u>  <b>What are the next 3 numbers after 498?</b> 499, 500, 501.  <b>When you count back from 201, what are the first 3 numbers that you say?</b> 200, 199, 198.</p> <p>Second grade students also begin to work towards multiplication concepts as they skip count by 5s, by 10s, and by 100s. Although skip counting is not yet true multiplication because students don’t keep track of the number of groups they have counted, they can explain that when they count by 2s, 5s, and 10s they are counting groups of items with that amount in each group.</p> <p>As teachers build on students’ work with skip counting by 10s in Kindergarten, they explore and discuss with students the patterns of numbers when they skip count. For example, while using a 100s board or number line, students learn that the ones digit alternates between 5 and 0 when skip counting by 5s. When students skip count by 100s, they learn that the hundreds digit is the only digit that changes and that it increases by one number.</p>

<p><b>2.NBT.3</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p>	<p>Second graders read, write and represent a number of objects with a written numeral (number form or standard form). These representations can include snap cubes, place value (base 10) blocks, pictorial representations or other concrete materials. Please be cognizant that when reading and writing whole numbers, the word “and” should not be used (e.g., 235 is stated and written as “two hundred thirty-five).</p> <p>Expanded form (125 can be written as <math>100 + 20 + 5</math>) is a valuable skill when students use place value strategies to add and subtract large numbers in 2.NBT.7.</p>		
<p><b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>Second Grade students build on the work of <b>2.NBT.1</b> and <b>2.NBT.3</b> by examining the amount of hundreds, tens and ones in each number. When comparing numbers, students draw on the understanding that 1 hundred (the smallest three-digit number) is actually greater than any amount of tens and ones represented by a two-digit number. When students truly understand this concept, it makes sense that one would compare three-digit numbers by looking at the hundreds place first.</p> <p>Students should have ample experiences communicating their comparisons in words before using symbols. Students were introduced to the symbols greater than (<math>&gt;</math>), less than (<math>&lt;</math>) and equal to (<math>=</math>) in First Grade and continue to use them in Second Grade with numbers within 1,000.</p> <p><u>Example: Compare these two numbers. 452 __ 455</u></p> <table border="1" data-bbox="737 769 1814 1057"> <tr> <td data-bbox="737 769 1409 1057"> <p style="text-align: center;"><b>Student A</b> <i>Place Value</i></p> <p>452 has 4 hundreds 5 tens and 2 ones. 455 has 4 hundreds 5 tens and 5 ones. They have the same number of hundreds and the same number of tens, but 455 has 5 ones and 452 only has 2 ones. 452 is less than 455.</p> <p style="text-align: center;"><math>452 &lt; 455</math></p> </td> <td data-bbox="1444 769 1814 1057"> <p style="text-align: center;"><b>Student B</b> <i>Counting</i></p> <p>452 is less than 455. I know this because when I count up I say 452 before I say 455.</p> <p style="text-align: center;"><math>452 &lt; 455</math></p> <p style="text-align: center;">452 is less than 455.</p> </td> </tr> </table> <p>While students may have the skills to order more than 2 numbers, this Standard focuses on comparing two numbers and using reasoning about place value to support the use of the various symbols.</p>	<p style="text-align: center;"><b>Student A</b> <i>Place Value</i></p> <p>452 has 4 hundreds 5 tens and 2 ones. 455 has 4 hundreds 5 tens and 5 ones. They have the same number of hundreds and the same number of tens, but 455 has 5 ones and 452 only has 2 ones. 452 is less than 455.</p> <p style="text-align: center;"><math>452 &lt; 455</math></p>	<p style="text-align: center;"><b>Student B</b> <i>Counting</i></p> <p>452 is less than 455. I know this because when I count up I say 452 before I say 455.</p> <p style="text-align: center;"><math>452 &lt; 455</math></p> <p style="text-align: center;">452 is less than 455.</p>
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## Common Core Cluster

### Use place value understanding and properties of operations to add and subtract.

Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

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: **fluent, compose, decompose, place value, digit, ten more, ten less, one hundred more, one hundred less, add, subtract, sum, equal, addition, subtraction**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?
<p><b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>There are various strategies that Second Grade students understand and use when adding and subtracting within 100 (such as those listed in the standard). The standard algorithm of carrying or borrowing is neither an expectation nor a focus in Second Grade. Students use multiple 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><u>Example:</u> <math>67 + 25 = \underline{\quad}</math></p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p><i>Place Value Strategy:</i> I broke both 67 and 25 into tens and ones. 6 tens plus 2 tens equals 8 tens. Then I added the ones. 7 ones plus 5 ones equals 12 ones. I then combined my tens and ones. 8 tens plus 12 ones equals 92.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p><i>Decomposing into Tens:</i> I decided to start with 67 and break 25 apart. I knew I needed 3 more to get to 70, so I broke off a 3 from the 25. I then added my 20 from the 22 left and got to 90. I had 2 left. 90 plus 2 is 92. So, <math>67 + 25 = 92</math></p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p><i>Commutative Property:</i> I broke 67 and 25 into tens and ones so I had to add <math>60+7+20+5</math>. I added 60 and 20 first to get 80. Then I added 7 to get 87. Then I added 5 more. My answer is 92.</p> </div> </div>

	<p><u>Example:</u> <math>63 - 32 = \underline{\quad}</math></p> <table border="1" data-bbox="735 194 1885 479"> <tr> <td data-bbox="735 194 1312 479"> <p><i>Decomposing into Tens:</i> I broke apart both 63 and 32 into tens and ones. I know that 3 minus 2 is 1, so I have 1 left in the ones place. I know that 6 tens minus 3 tens is 3 tens, so I have a 3 in my tens place. My answer has a 1 in the ones place and 3 in the tens place, so my answer is 31. <math>63 - 32 = 31</math></p> </td> <td data-bbox="1312 194 1885 479"> <p><i>Think Addition:</i> I thought, ‘32 and what makes 63?’. I know that I needed 30, since 30 and 30 is 60. So, that got me to 62. I needed one more to get to 63. So, 30 and 1 is 31. <math>32 + 31 = 63</math></p> </td> </tr> </table>	<p><i>Decomposing into Tens:</i> I broke apart both 63 and 32 into tens and ones. I know that 3 minus 2 is 1, so I have 1 left in the ones place. I know that 6 tens minus 3 tens is 3 tens, so I have a 3 in my tens place. My answer has a 1 in the ones place and 3 in the tens place, so my answer is 31. <math>63 - 32 = 31</math></p>	<p><i>Think Addition:</i> I thought, ‘32 and what makes 63?’. I know that I needed 30, since 30 and 30 is 60. So, that got me to 62. I needed one more to get to 63. So, 30 and 1 is 31. <math>32 + 31 = 63</math></p>		
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<p><b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p>	<p>Second Grade students add a string of two-digit numbers (up to four numbers) by applying place value strategies and properties of operations.</p> <p><u>Example:</u> <math>43 + 34 + 57 + 24 = \underline{\quad}</math></p> <table border="1" data-bbox="781 678 1852 1323"> <tr> <td data-bbox="781 678 1312 982"> <p><b>Student A</b> <i>Associative Property</i> I saw the 43 and 57 and added them first. I know 3 plus 7 equals 10, so when I added them 100 was my answer. Then I added 34 and had 134. Then I added 24 and had 158. <math>43 + 57 + 34 + 24 = 158</math></p> </td> <td data-bbox="1354 678 1852 982"> <p><b>Student B</b> <i>Place Value Strategies</i> I broke up all of the numbers into tens and ones. First I added the tens. <math>40 + 30 + 50 + 20 = 140</math>. Then I added the ones. <math>3 + 4 + 7 + 4 = 18</math>. That meant I had 1 ten and 8 ones. So, <math>140 + 10</math> is 150. 150 and 8 more is 158. So, <math>43 + 34 + 57 + 24 = 158</math></p> </td> </tr> <tr> <td colspan="2" data-bbox="781 1052 1852 1323"> <p><b>Student C</b> <i>Place Value Strategies and Associative Property</i> I broke up all the numbers into tens and ones. First I added up the tens. <math>40 + 30 + 50 + 20</math>. I changed the order of the numbers to make adding easier. I know that 30 plus 20 equals 50 and 50 more equals 100. Then I added the 40 and got 140. Then I added up the ones. <math>3 + 4 + 7 + 4</math>. I changed the order of the numbers to make adding easier. I know that 3 plus 7 equals 10 and 4 plus 4 equals 8. 10 plus 8 equals 18. I then combined my tens and my ones. 140 plus 18 (1 ten and 8 ones) equals 158.</p> </td> </tr> </table>	<p><b>Student A</b> <i>Associative Property</i> I saw the 43 and 57 and added them first. I know 3 plus 7 equals 10, so when I added them 100 was my answer. Then I added 34 and had 134. Then I added 24 and had 158. <math>43 + 57 + 34 + 24 = 158</math></p>	<p><b>Student B</b> <i>Place Value Strategies</i> I broke up all of the numbers into tens and ones. First I added the tens. <math>40 + 30 + 50 + 20 = 140</math>. Then I added the ones. <math>3 + 4 + 7 + 4 = 18</math>. That meant I had 1 ten and 8 ones. So, <math>140 + 10</math> is 150. 150 and 8 more is 158. So, <math>43 + 34 + 57 + 24 = 158</math></p>	<p><b>Student C</b> <i>Place Value Strategies and Associative Property</i> I broke up all the numbers into tens and ones. First I added up the tens. <math>40 + 30 + 50 + 20</math>. I changed the order of the numbers to make adding easier. I know that 30 plus 20 equals 50 and 50 more equals 100. Then I added the 40 and got 140. Then I added up the ones. <math>3 + 4 + 7 + 4</math>. I changed the order of the numbers to make adding easier. I know that 3 plus 7 equals 10 and 4 plus 4 equals 8. 10 plus 8 equals 18. I then combined my tens and my ones. 140 plus 18 (1 ten and 8 ones) equals 158.</p>	
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**2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

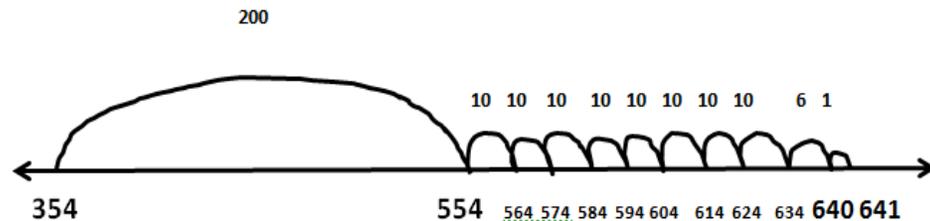
Second graders extend the work from 2.NBT. to two 3-digit numbers. Students should have ample experiences using concrete materials and pictorial representations to support their work.

This standard also references composing and decomposing a ten. This work should include strategies such as making a 10, making a 100, breaking apart a 10, or creating an easier problem. The standard algorithm of carrying or borrowing is not an expectation in Second Grade. Students are not expected to add and subtract whole numbers using a standard algorithm until the end of Fourth Grade.

Example:  $354 + 287 = \underline{\quad}$

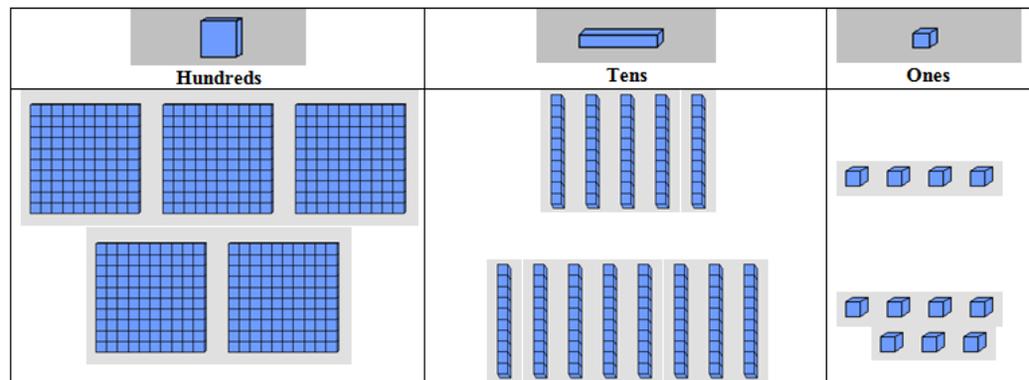
**Student A**

I started at 354 and jumped 200. I landed on 554. I then made 8 jumps of 10 and landed on 634. I then jumped 6 to land on 640. Then I jumped 1 more and landed on 641.  $354 + 287 = 641$



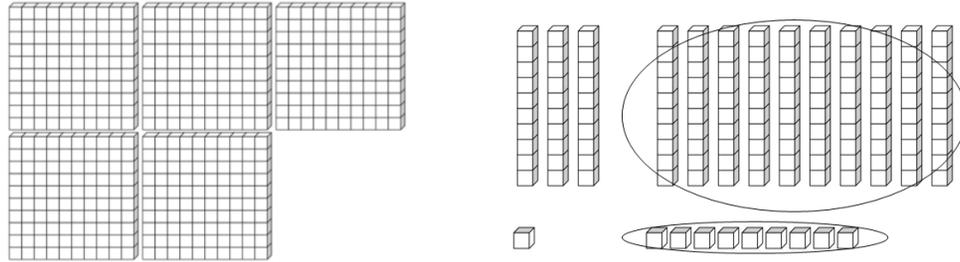
**Student B**

I used place value blocks and a place value mat. I broke all of the numbers and placed them on the place value mat.  
 I first added the ones.  $4 + 7 = 11$ .  
 I then added the tens.  $50 + 80 = 130$ .  
 I then added the hundreds.  $300 + 200 = 500$ .  
 I then combined my answers.  $500 + 130 = 630$ .  $630 + 11 = 641$ .



**Student C**

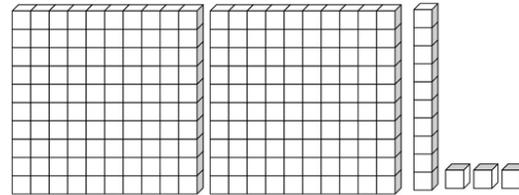
I used place value blocks. I made a pile of 354. I then added 287. That gave me 5 hundreds, 13 tens and 11 ones. I noticed that I could trade some pieces. I had 11 ones, and traded 10 ones for a ten. I then had 14 tens, so I traded 10 tens for a hundred. I ended up with 6 hundreds, 4 tens and 1 one. So,  $354 + 287 = 641$



Example:  $213 - 124 = \underline{\quad}$

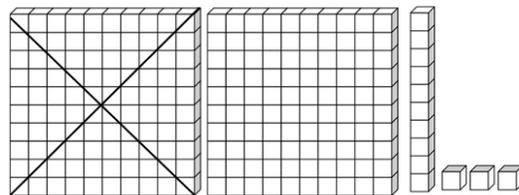
**Student A**

I used place value blocks. I made a pile of 213.

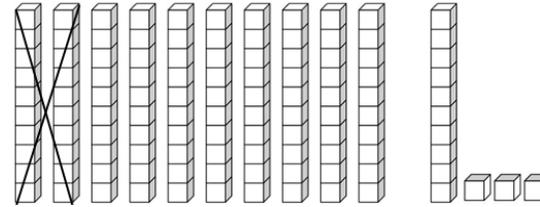


I then started taking away blocks.

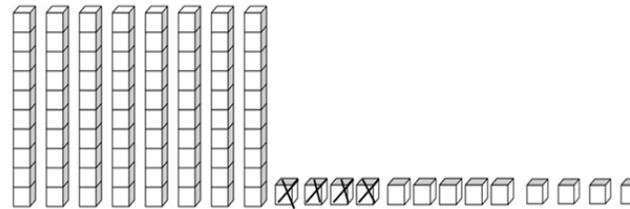
First, I took away a hundred which left me with 1 hundred and thirteen.



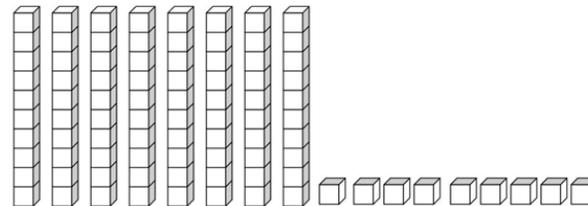
Now, I only need to take away 24.  
I need to take away 2 tens but I only had 1 ten so I traded in my last hundred for 10 tens. Then I took two tens away leaving me with no hundreds and 9 tens and 3 ones.



I then had to take 4 ones away but I only have 3 ones. I traded in a ten for 10 ones. I then took away 4 ones.



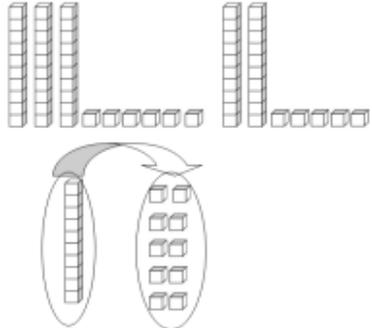
This left me with no hundreds, 8 tens and 9 ones. My answer is 89.  $213 - 124 = 89$



**2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Second Grade students mentally add or subtract either 10 or 100 to any number between 100 and 900. As teachers provide ample experiences for students to work with pre-grouped objects and facilitate discussion, second graders realize that when one adds or subtracts 10 or 100 that only the tens place or the digit in the hundreds place changes by 1. As the teacher facilitates opportunities for patterns to emerge and be discussed, students notice the patterns and connect the digit change with the amount changed.

Opportunities to solve problems in which students cross hundreds are also provided once students have become comfortable adding and subtracting within the same hundred.

	<p><u>Example: Within the same hundred</u>  <b>What is 10 more than 218?</b>  <b>What is <math>241 - 10</math>?</b></p> <p><u>Example: Across hundreds</u>  <b><math>293 + 10 = \square</math></b>  <b>What is 10 less than 206?</b></p> <p>This standard focuses only on adding and subtracting 10 or 100. Multiples of 10 or multiples of 100 can be explored; however, the focus of this standard is to ensure that students are proficient with adding and subtracting 10 and 100 mentally.</p>
<p><b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.<sup>1</sup></p> <p><sup>1</sup> Explanations may be supported by drawings or objects.</p>	<p>Second graders explain why addition or subtraction strategies work as they apply their knowledge of place value and the properties of operations in their explanation. They may use drawings or objects to support their explanation.</p> <p>Once students have had an opportunity to solve a problem, the teacher provides time for students to discuss their strategies and why they did or didn't work.</p> <p><u>Example: There are 36 birds in the park. 25 more birds arrive. How many birds are there? Solve the problem and show your work.</u></p> <div data-bbox="676 842 1955 1015" style="border: 1px solid black; padding: 5px;"> <p><b>Student A</b>  I broke 36 and 25 into tens and ones <math>30 + 6 + 20 + 5</math>. I can change the order of my numbers, since it doesn't change any amounts, so I added <math>30 + 20</math> and got 50. Then I added 5 and 5 to make 10 and added it to the 50. So, 50 and 10 more is 60. I added the one that was left over and got on 6 to get 61. So there are 61 birds in the park.</p> </div> <div data-bbox="676 1047 1955 1404" style="border: 1px solid black; padding: 5px;"> <p><b>Student B</b>  I used place value blocks and made a pile of 36 and a pile of 25. Altogether, I had 5 tens and 11 ones. 11 ones is the same as one ten and one left over. So, I really had 6 tens and 1 one. That makes 61.</p>  </div>

**Example:** One of your classmates solved the problem  $56 - 34 = \underline{\quad}$  by writing “I know that I need to add 2 to the number 4 to get 6. I also know that I need to add 20 to 30 to get 20 to get to 50. So, the answer is 22.” Is their strategy correct? Explain why or why not?

**Student:** I see what they did. Yes. I think the strategy is correct. They thought, ‘34 and what makes 56?’ So they thought about adding 2 to the 4 to get 6. Then, they had 36 and needed 56. So, they added 20 more. That means that they added 2 and 20 which is 22. I think that it’s right.

**Example:** One of your classmates solved the problem  $25 + 35$  by adding  $20 + 30 + 5 + 5$ . Is their strategy correct? Explain why or why not?

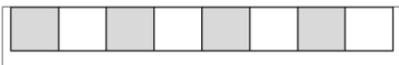
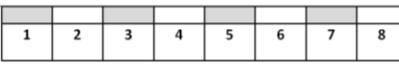
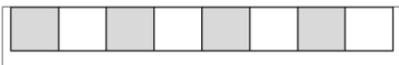
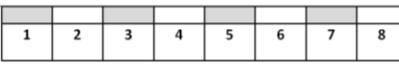
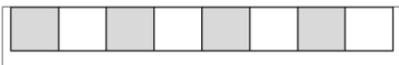
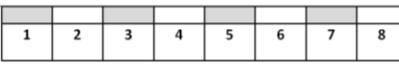
**Student:** Well,  $20 + 30$  is 50. And  $5 + 5$  is 10. So,  $50 + 10$  is 60. I got 60 too, but I did it a different way. I added 25 and 25 to make 50. Then I added 5 more and got 55. Then, I added 5 more and got 60. We both have 60. I think that it doesn’t matter if you add the 20 first or last. You still get the same amount.

## Common Core Cluster

### Measure and estimate lengths in standard units.

Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

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: **about, a little less than, a little more than, longer, shorter, inch, foot, centimeter, meter, ruler, yardstick, meter stick, measuring tape, estimate**

Common Core Standard	Unpacking What do these standards mean a child will know and be able to do?						
<p><b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>Second Graders build upon their non-standard measurement experiences in First Grade by measuring in standard units for the first time. Using both customary (inches and feet) and metric (centimeters and meters) units, Second Graders select an attribute to be measured (e.g., length of classroom), choose an appropriate unit of measurement (e.g., yardstick), and determine the number of units (e.g., yards). As teachers provide rich tasks that ask students to perform real measurements, these foundational understandings of measurement are developed:</p> <ul style="list-style-type: none"> <li>• Understand that larger units (e.g., yard) can be subdivided into equivalent units (e.g., inches) (partition).</li> <li>• Understand that the same object or many objects of the same size such as paper clips can be repeatedly used to determine the length of an object (iteration).</li> <li>• Understand the relationship between the size of a unit and the number of units needed (compensatory principal). Thus, the smaller the unit, the more units it will take to measure the selected attribute.</li> </ul> <p>When Second Grade students are provided with opportunities to create and use a variety of rulers, they can connect their understanding of non-standard units from First Grade to standard units in second grade. <u>For example:</u></p> <table border="1" data-bbox="577 1055 1963 1421"> <tr> <td data-bbox="577 1055 1501 1144">By helping students progress from a “ruler” that is blocked off into colored units (no numbers)...</td> <td data-bbox="1501 1055 1963 1144">  </td> </tr> <tr> <td data-bbox="577 1144 1501 1242">...to a “ruler” that has numbers along with the colored units...</td> <td data-bbox="1501 1144 1963 1242">  </td> </tr> <tr> <td data-bbox="577 1242 1501 1421">...to a “ruler” that has inches (centimeters) with and without numbers, students develop the understanding that the numbers on a ruler do not count the individual marks but indicate the spaces (distance) between the marks. This is a critical understand students need when using such tools as rulers, yardsticks, meter sticks, and measuring tapes.</td> <td data-bbox="1501 1242 1963 1421">  </td> </tr> </table>	By helping students progress from a “ruler” that is blocked off into colored units (no numbers)...		...to a “ruler” that has numbers along with the colored units...		...to a “ruler” that has inches (centimeters) with and without numbers, students develop the understanding that the numbers on a ruler do not count the individual marks but indicate the spaces (distance) between the marks. This is a critical understand students need when using such tools as rulers, yardsticks, meter sticks, and measuring tapes.	
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	<p>By the end of Second Grade, students will have also learned specific measurements as it relates to feet, yards and meters:</p> <ul style="list-style-type: none"> <li>• There are 12 inches in a foot.</li> <li>• There are 3 feet in a yard.</li> <li>• There are 100 centimeters in a meter.</li> </ul>
<p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p>	<p>Second Grade students measure an object using two units of different lengths. This experience helps students realize that the unit used is as important as the attribute being measured. This is a difficult concept for young children and will require numerous experiences for students to predict, measure, and discuss outcomes.</p> <p><u>Example:</u> <b>A student measured the length of a desk in both feet and centimeters. She found that the desk was 3 feet long. She also found out that it was 36 inches long.</b></p> <p><b>Teacher:</b> Why do you think you have two different measurements for the same desk?  <b>Student:</b> It only took 3 feet because the feet are so big. It took 36 inches because an inch is a whole lot smaller than a foot.</p>
<p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p>	<p>Second Grade students estimate the lengths of objects using inches, feet, centimeters, and meters prior to measuring. Estimation helps the students focus on the attribute being measured and the measuring process. As students estimate, the student has to consider the size of the unit- helping them to become more familiar with the unit size. In addition, estimation also creates a problem to be solved rather than a task to be completed. Once a student has made an estimate, the student then measures the object and reflects on the accuracy of the estimate made and considers this information for the next measurement.</p> <p><u>Example:</u>  <b>Teacher:</b> How many inches do you think this string is if you measured it with a ruler?  <b>Student:</b> An inch is pretty small. I'm thinking it will be somewhere between 8 and 9 inches.  <b>Teacher:</b> Measure it and see.  <b>Student:</b> It is 9 inches. I thought that it would be somewhere around there.</p>
<p><b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>Second Grade students determine the difference in length between two objects by using the same tool and unit to measure both objects. Students choose two objects to measure, identify an appropriate tool and unit, measure both objects, and then determine the differences in lengths.</p> <p><u>Example:</u>  <b>Teacher:</b> Choose two pieces of string to measure. How many inches do you think each string is?  <b>Student:</b> I think String A is about 8 inches long. I think string B is only about 4 inches long. It's really short.  <b>Teacher:</b> Measure to see how long each string is. <i>Student measures.</i> What did you notice?  <b>Student:</b> String A is definitely the longest one. It is 10 inches long. String B was only 5 inches long. I was close!  <b>Teacher:</b> How many more inches does your short string need to be so that it is the same length as your long string?  <b>Student:</b> Hmmm. String B is 5 inches. It would need 5 more inches to be 10 inches. 5 and 5 is 10.</p>

## Common Core Cluster

### Relate addition and subtraction to length.

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: **inch, foot, yard, centimeter, meter, ruler, yardstick, meter stick, measuring tape, estimate, length, equation, number line, equally spaced, point**

#### Common Core Standard

**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

#### Unpacking

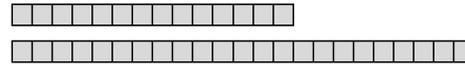
What do these standards mean a child will know and be able to do?

Second Grade students apply the concept of length to solve addition and subtraction word problems with numbers within 100. Students should use the same unit of measurement in these problems. Equations may vary depending on students' interpretation of the task. Notice in the examples below that these equations are similar to those problem types in Table 1 at the end of this document.

Example: **In P.E. class Kate jumped 14 inches. Mary jumped 23 inches. How much farther did Mary jump than Kate? Write an equation and then solve the problem.**

#### Student A

My equation is  $14 + \underline{\quad} = 23$  since I thought, "14 and what makes 23?". I used Unifix cubes. I made a train of 14. Then I made a train of 23. When I put them side by side, I saw that Kate would need 9 more cubes to be the same as Mary. So, Mary jumped 9 more inches than Kate.  $14 + 9 = 23$ .



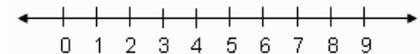
#### Student B

My equation is  $23 - 14 = \underline{\quad}$  since I thought about what the difference was between Kate and Mary. I broke up 14 into 10 and 4. I know that 23 minus 10 is 13. Then, I broke up the 4 into 3 and 1. 13 minus 3 is 10. Then, I took one more away. That left me with 9. So, Mary jumped 9 more inches than Kate. That seems to make sense since 23 is almost 10 more than 14.  $23 - 14 = 9$ .

$$\begin{aligned}23 - 10 &= 13 \\13 - 3 &= 10 \\10 - 1 &= 9\end{aligned}$$

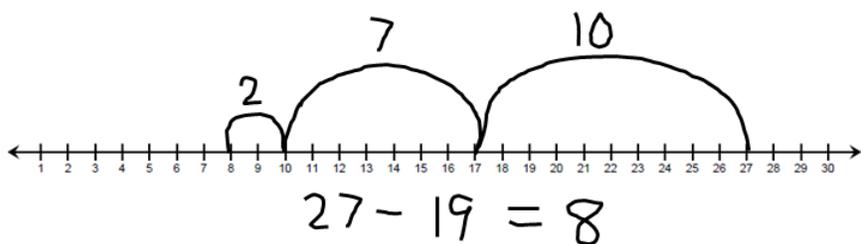
**2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Building upon their experiences with open number lines, Second Grade students create number lines with evenly spaced points corresponding to the numbers to solve addition and subtraction problems to 100. They recognize the similarities between a number line and a ruler.



**Example:** There were 27 students on the bus. 19 got off the bus. How many students are on the bus?

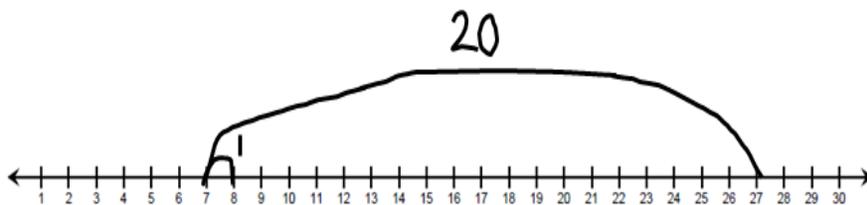
**Student A:** I used a number line. I started at 27. I broke up 19 into 10 and 9. That way, I could take a jump of 10. I landed on 17. Then I broke the 9 up into 7 and 2. I took a jump of 7. That got me to 10. Then I took a jump of 2. That's 8. So, there are 8 students now on the bus.



**Student B:** I used a number line. I saw that 19 is really close to 20. Since 20 is a lot easier to work with, I took a jump of 20. But, that was one too many. So, I took a jump of 1 to make up for the extra. I landed on 8. So, there are 8 students on the bus.

$$27 - 20 = 7$$

$$7 + 1 = 8$$



## Common Core Cluster

### Work with time and money.

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: **clocks, hand, hour hand, minute hand, hour, minute, a.m., p.m., o'clock, multiples of 5** (e.g., **five, ten, fifteen**, etc.), **analog clock, digital clock, quarter 'til, quarter after, half past, quarter hour, half hour, thirty minutes before, 30 minutes after, 30 minutes until, 30 minutes past, quarter, dime, nickel, dollar, cent(s), \$, ¢, heads, tails**

## Common Core Standard

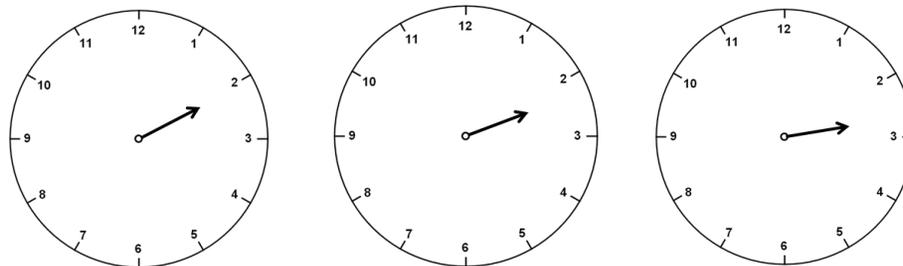
**2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

## Unpacking

What do these standards mean a child will know and be able to do?

Second Grade students extend their work with telling time to the hour and half-hour in First Grade in order to tell (orally and in writing) the time indicated on both analog and digital clocks to the nearest five minutes. Teachers help students make connections between skip counting by 5s (2.NBT.2) and telling time to the nearest five minutes on an analog clock. Students also indicate if the time is in the morning (a.m.) or in the afternoon/evening (p.m) as they record the time.

Learning to tell time is challenging for children. In order to read an analog clock, they must be able to read a dial-type instrument. Furthermore, they must realize that the hour hand indicates broad, approximate time while the minute hand indicates the minutes in between each hour. As students experience clocks with only hour hands, they begin to realize that when the time is two o'clock, two-fifteen, or two forty-five, the hour hand looks different- but is still considered "two". Discussing time as "about 2 o'clock", "a little past 2 o'clock", and "almost 3 o'clock" helps build vocabulary to use when introducing time to the nearest 5 minutes.



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.

**2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

*Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

In Second Grade, students solve word problems involving either dollars or cents. Since students have not been introduced to decimals, problems focus on whole dollar amounts or cents.

This is the first time money is introduced formally as a standard. Therefore, students will need numerous experiences with coin recognition and values of coins before using coins to solve problems. Once students are solid with coin recognition and values, they can then begin using the values coins to count sets of coins, compare two sets of coins, make and recognize equivalent collections of coins (same amount but different arrangements), select coins for a given amount, and make change.

Solving problems with money can be a challenge for young children because it builds on prerequisite number and place value skills and concepts. Many times money is introduced before students have the necessary number sense to work with money successfully.

For these values to make sense, students must have an understanding of 5, 10, and 25. More than that, they need to be able to think of these quantities without seeing countable objects... A child whose number concepts remain tied to counts of objects [one object is one count] is not going to be able to understand the value of coins. *Van de Walle & Lovin, p. 150, 2006*

Just as students learn that a number (38) can be represented different ways (3 tens and 8 ones; 2 tens and 18 ones) and still remain the same amount (38), students can apply this understanding to money. For example, 25 cents can look like a quarter, two dimes and a nickel, and it can look like 25 pennies, and still all remain 25 cents. This concept of equivalent worth takes time and requires numerous opportunities to create different sets of coins, count sets of coins, and recognize the “purchase power” of coins (a nickel can buy the same things a 5 pennies).

As teachers provide students with sufficient opportunities to explore coin values (25 cents) and actual coins (2 dimes, 1 nickel), teachers will help guide students over time to learn how to mentally give each coin in a set a value, place the random set of coins in order, and use mental math, adding on to find differences, and skip counting to determine the final amount.

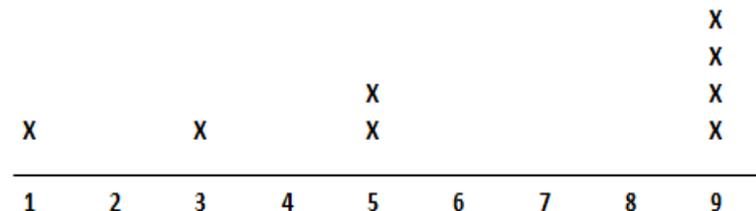
Example: **How many different ways can you make 37¢ using pennies, nickels, dimes, and quarters?**

Example: **How many different ways can you make 12 dollars using \$1, \$5, and \$10 bills?**

## Common Core Standard and 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: **collect, organize, display, show, data, attribute, sort, line plot, picture graph, bar graph, question, category, chart, table, most, least, more than, less than, about, same, different, measure, inch, foot, yard, centimeter, meter, length,**

Common Core Standards	Unpacking What do these standards mean a child will know and be able to do?
<p><b>2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>	<p>Second Graders use measurement data as they move through the statistical process of posing a question, collecting data, analyzing data, creating representations, and interpreting the results. In second grade students represent the length of several objects by making a line plot. Students should round their lengths to the nearest whole unit.</p> <p><u>Example:</u> <b>Measure 8 objects in the basket to the nearest inch. Then, display your data on a line plot.</b></p> <p><b>Teacher:</b> What do you notice about your data?  <b>Student:</b> Most of the objects I measured were 9 inches. Only 2 objects were smaller than 4 inches. I was surprised that none of my objects measured more than 9 inches!  <b>Teacher:</b> Do you think that if you chose all new objects from the basket that your data would look the same? Different? Why do you think so?</p> <div style="text-align: center;">  <pre>                 X                 X                 X                 X             X      X      X      X             1      2      3      4      5      6      7      8      9             </pre> </div>
<p><b>2.MD.10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>4</sup> using information presented in a bar graph.</p> <p><sup>4</sup> See Glossary, Table 1.</p>	<p>In Second Grade, students pose a question, determine up to 4 categories of possible responses, collect data, represent data on a picture graph or bar graph, and interpret the results. This is an extension from first grade when students organized, represented, and interpreted data with up to three categories. They are able to use the graph selected to note particular aspects of the data collected, including the total number of responses, which category had the most/least responses, and interesting differences/similarities between the four categories. They then solve simple one-step problems using the information from the graph.</p>

Example:

The Second Graders were responsible for purchasing ice cream for an Open House event at school. They decided to collect data to determine which flavors to buy for the event. As a group, the students decided on the question, “What is your favorite flavor of ice cream?” and 4 likely responses, “chocolate”, “vanilla”, “strawberry”, and “cherry”.

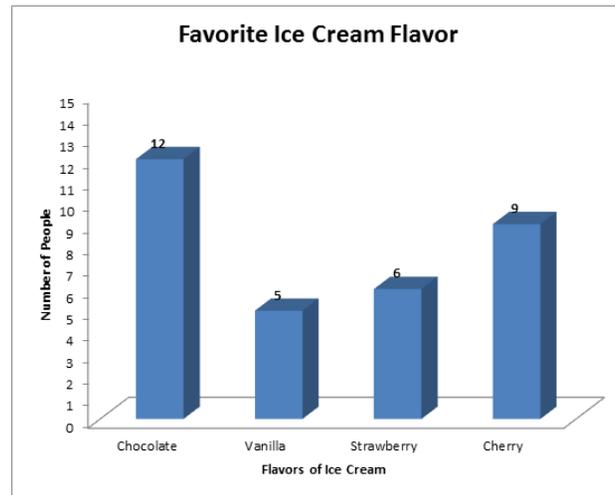
The students then divided into teams and collected data from different classes in the school. Each team decided how to keep track of the data. Most teams used tally marks to keep up with the responses. A few teams used a table and check marks.

When back in the classroom, each team organized their data by totaling each category in a chart or table. Team A’s data was as follows:

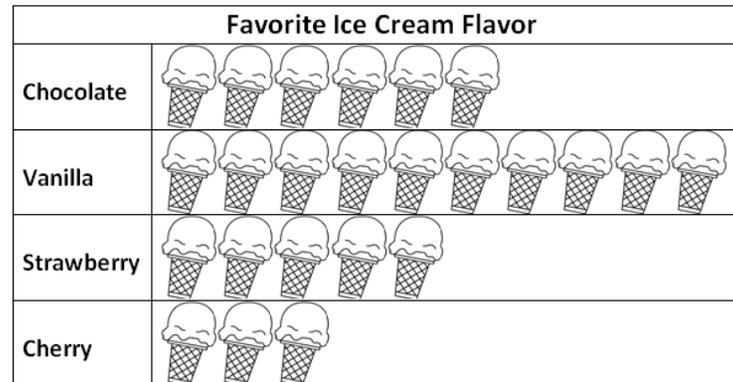
Flavor	Number of People
Chocolate	12
Vanilla	5
Strawberry	6
Cherry	9

Each team selected either a picture graph or a bar graph to display their data and created it using either paper or the computer. Team A and Team B graphs are provided here:

**Team A: Bar Graph**



**Team B: Picture Graph**



represents 1 student

Once the data were represented on a graph, the teams then analyzed and recorded observations made from the data. Statements such as, “Chocolate had the most votes” and “Vanilla had more votes than strawberry and cherry votes combined” were recorded.

The teacher then facilitated a discussion around the combination of the data collected to determine the overall data of the school. Simple problems were posed:

- The total number of chocolate votes for Team A was 12 and the total number of chocolate votes for Team B was 6. How many chocolate votes are there altogether?
- Right now, with data from Team A, Team B, and Team C, vanilla has 45 votes and chocolate has 34 votes. How many more votes would we need from Team D so that chocolate had the same number of votes as vanilla?
- Right now, Cherry has a total of 22 votes. What if eleven people came and wanted to change their vote from Cherry to another choice. How many votes would Cherry have?

After a careful study of the data, students determined that Vanilla was the most preferred flavor. Chocolate was the second most popular. The class decided that more vanilla should be purchased than chocolate, but that both should be purchased. The teacher then asked the class, “If each gallon of ice cream served 20 children, how many gallons of ice cream would we need to buy for 460 students? How many of those total gallons should be chocolate? How many should be vanilla? Why?” The students were off solving the next task.

## Common Core Cluster

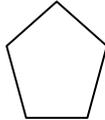
### Reason with shapes and their attributes.

Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

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: **attribute<sup>1</sup>, feature<sup>1</sup>, angle, side, triangle, quadrilateral, square, rectangle, trapezoid, pentagon, hexagon, cube, face, edge, vertex, surface, figure, shape, closed, open, partition, equal size, equal shares, half, halves, thirds, half of, a third of, whole, two halves, three thirds, four fourths, partition, rows, columns**

From previous grades: **circle, sphere, half-circle, quarter-circle, cone, prism, cylinder**

<sup>1</sup> “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 Standard	Unpacking
<p><b>2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>5</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><sup>5</sup> Sizes are compared directly or visually, not compared by measuring.</p>	<p>What do these standards mean a child will know and be able to do?</p> <p>Second Grade students identify (recognize and name) shapes and draw shapes based on a given set of attributes. These include triangles, quadrilaterals (squares, rectangles, and trapezoids), pentagons, hexagons and cubes.</p> <p><u>Example:</u>  <b>Teacher:</b> Draw a closed shape that has five sides. What is the name of the shape?  <b>Student:</b> I drew a shape with 5 sides. It is called a pentagon.</p>  <p><u>Example:</u>  <b>Teacher:</b> I have 3 sides and 3 angles. What am I?  <b>Student:</b> A triangle. See, 3 sides, 3 angles.</p>  <p><b>TEACHER NOTE:</b> 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: <b>A trapezoid is a quadrilateral with exactly one pair of parallel sides.</b> 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>

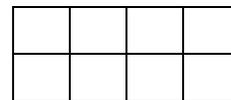
**2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Second graders partition a rectangle into squares (or square-like regions) and then determine the total number of squares. This work connects to the standard 2.OA.4 where students are arranging objects in an array of rows and columns.

Example:

**Teacher:** Partition the rectangle into 2 rows and 4 columns. How many small squares did you make?

**Student:** There are 8 squares in this rectangle. See- 2, 4, 6, 8. I folded the paper to make sure that they were all the same size.



**2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

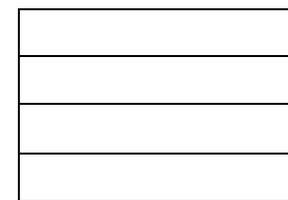
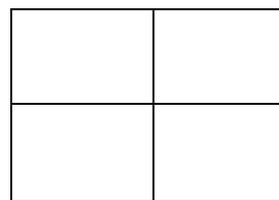
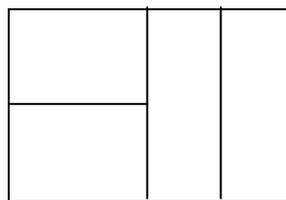
Second Grade students partition circles and rectangles into 2, 3 or 4 equal shares (regions). Students should be given ample experiences to explore this concept with paper strips and pictorial representations. Students should also work with the vocabulary terms halves, thirds, half of, third of, and fourth (or quarter) of. While students are working on this standard, teachers should help them to make the connection that a “whole” is composed of two halves, three thirds, or four fourths.

This standard also addresses the idea that equal shares of identical wholes may not have the same shape.

Example:

**Teacher:** Partition each rectangle into fourths a different way.

**Student A:** I partitioned this rectangle 3 different ways. I folded or cut the paper to make sure that all of the parts were the same size.



**Teacher:** In your 3 pictures, how do you know that each part is a fourth?

**Student:** There are four equal parts. Therefore, each part is one-fourth of the whole piece of paper.

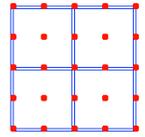
NOTE: It is important for students to understand that fractional parts may not be symmetrical. The only criteria for equivalent fractions is that the area is equal, as illustrated in the first example above.

Example: **How many different ways can you partition this 4 by 4 geoboard into fourths?**

**Student A:** I partitioned the geoboard into four equal sized squares.

**Teacher:** How do you know that each section is a fourth?

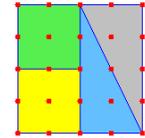
**Student A:** Because there are four equal sized squares. That means that each piece is a fourth of the whole geoboard.



**Student B:** I partitioned the geoboard in half down the middle. The section on the left I divided into two equal sized squares. The other section I partitioned into two equal sized triangles.

**Teacher:** How do you know that each section is a fourth?

**Student B:** Each section is a half of a half, which is the same as a fourth.



# Glossary

Table 1 Common addition and subtraction situations<sup>1</sup>

	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 <sup>st</sup> )	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? $? + 3 = 5$  <b>One-Step Problem</b> (2 <sup>nd</sup> )
	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 <sup>st</sup> )	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? $? - 2 = 3$  <b>One-Step Problem</b> (2 <sup>nd</sup> )
Put Together/ Take Apart <sup>3</sup>	Total Unknown	Addend Unknown	Both Addends Unknown <sup>2</sup>
	Three red apples and two green apples are on the table. How many apples are on the table? $3 + 2 = ?$  (K)	Five apples are on the table. Three are red and the rest are green. How many apples are green? $3 + ? = 5, 5 - 3 = ?$  (K)	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 <sup>st</sup> )
Compare <sup>4</sup>	Difference Unknown	Bigger Unknown	Smaller Unknown
	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy?  (1 <sup>st</sup> )	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have?  <b>One-Step Problem</b> (1 <sup>st</sup> )	(Version with “more”): Julie has 3 more apples than Lucy. Julie has five apples. How many apples does Lucy have?  $5 - 3 = ? \quad ? + 3 = 5$  <b>One-Step Problem</b> (2 <sup>nd</sup> )
	(“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 <sup>st</sup> )	(Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? $2 + 3 = ?, 3 + 2 = ?$  <b>One-Step Problem</b> (2 <sup>nd</sup> )	(Version with “fewer”): Lucy has three fewer apples than Julie. Julie has five apples. How many apples does Lucy have?  <b>One-Step Problem</b> (1 <sup>st</sup> )

**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.

## REFERENCES

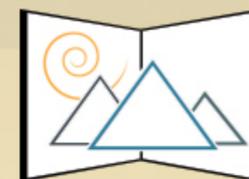
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# Content Integration 2016-2017



**2nd**

Grade



**CANYONS**  
School District

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# 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.

## 2<sup>nd</sup> Content Integration Scope & Sequence

Pacing	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Unit Theme</b>	<b>Exploration</b>	<b>Working Together</b>	<b>Creative Ideas</b>	<b>Our Changing World</b>	<b>Responsibility</b>	<b>Traditions</b>
<b>Unit Question</b>	What can we learn from exploring things together?	How can we work together?	What does it mean to be creative?	How do things change? How do they stay the same?	What does it mean to be responsible?	Are traditions and celebrations important in our lives?
<b>Science Core</b>	N/A	<b>Standard 4.1:</b> Relate how external features affect an animal's ability to survive in its environment.	<b>Standard 4.2:</b> Identify basic needs of living things (plants and animals) and their abilities to meet their needs.	<b>Standard 2.1:</b> Describe the characteristics of different rocks. <b>Standard 2.2:</b> Observe and record the recognizable objects and patterns in the night sky.	<b>Standard 2.3:</b> Observe, describe and measure seasonal weather patterns and local variations. <b>Standard 3.1:</b> Communicate observations about falling objects.	<b>Standard 3.2:</b> Compare and contrast how different materials respond to change.
<b>Social Studies Core</b>	<b>Standard 3:</b> Students will use geographic tools and skills to locate and describe places on earth.	<b>Standard 4:</b> Students will explain how the economy meets human needs through the interaction of producers and consumers	<b>Standard 1:</b> Students will recognize and describe how people within their community, state, and nation are both similar and different. <b>Obj. 1:</b> Examine and identify cultural differences within the community.	<b>Standard 1:</b> Students will recognize and describe how people within their community, state, and nation are both similar and different. <b>Obj. 2:</b> Recognize and describe the contributions of different cultural groups in Utah and the nation.	<b>Standard 2:</b> Students will recognize and practice civic responsibility in the community, state, and nation. <b>Obj. 1:</b> Examine civic responsibility and demonstration good citizenship. <b>Obj. 2:</b> Identify individuals within the school community and how they contribute to the school's success.	<b>Standard 2:</b> Students will recognize and practice civic responsibility in the community, state, and nation. <b>Obj. 3:</b> Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.

## 2<sup>nd</sup> Content Integration

### Unit 1: Exploration

#### Reading Street Big Question: What can we learn from exploring things together?

Content	Social Studies	Science
Essential Question	How do signs, symbols and geographic features help me know where I am?	
Content Standards	<p><b>Standard 3: Students will use geographic tools and skills to locate and describe places on earth.</b></p> <p><b>Objective 1: Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.</b></p> <ol style="list-style-type: none"> <li>a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).</li> <li>b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).</li> <li>c. Describe ways in which people have modified the physical environment in a community (e.g., building roads, clearing land for homes, and mining).</li> </ol>	
Essential Vocabulary	traffic sign, modify, environment, map key/legend, continent, ocean, the poles, equator, origin, river, mountain, desert, grid, Utah, United States	
Suggested Unit Resources	UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a>	
Explicit Ties to Reading Street	Week 4; Main Selection: A Walk in The Desert Read Aloud Anthology: Exploring the Sahara Read Aloud Anthology: Around One Cactus	
Reading Street Online Readers	The Country and the City (L90) The New Kid in Bali (L460) Country Friends, City Friends (L340) Twelve Groups for the New YearSpecial Chinese Birthdays (L510) Happy Birthday! (L310) A World of Birthdays (L580) Celebrations and Family Traditions (L770) Down on the Ranch (L460) Cowboys (L200)	A Cowboy's Life (L600) Just Like Grandpa (L420) Election Day (L210) Voting Day (L490) Happy New Year! (L380) Down on the Ranch (L460) Cowboys (L200) Living on a Ranch (L550)

N/A

## 2<sup>nd</sup> Content Integration

### Unit 2: Working Together

#### Reading Street Big Question: How can we work together?

Content	Social Studies	Science
Essential Question	In an economy, what ways are people both producers and consumers of goods and services?	How do characteristics of animals help them survive in their environment?
Content Standards	<p><b>Standard 4: Students will explain how the economy meets human needs through the interaction of producers and consumers.</b></p> <p><b>Objective 1 Describe how producers and consumers work together in the making and using of goods and services.</b></p> <ol style="list-style-type: none"> <li>a. Define and explain the difference between producing and consuming.</li> <li>b. Explain ways in which people can be both consumers and producers of goods and services.</li> <li>c. Recognize that people supply goods and services based on what people want.</li> <li>d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).</li> <li>e. Identify how technology affects the way people live (work and play).</li> </ol> <p><b>Objective 2 Describe the choices people make in using goods and services.</b></p> <ol style="list-style-type: none"> <li>a. Explain the goods and services that businesses provide.</li> <li>b. Explain the services that government provides.</li> <li>c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).</li> <li>d. Explain how work provides income to purchase goods and services.</li> <li>e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit union, savings account).</li> </ol>	<p><b>Standard 4.1: Relate how external features affect an animal’s ability to survive in its environment.</b></p> <ol style="list-style-type: none"> <li>a. Compare and contrast the characteristics of living things in different habitats.</li> <li>b. Develop, communicate, and justify an explanation as to why a habitat is or is not suitable for a specific organism.</li> <li>c. Create possible explanations as to why some organisms no longer exist, but similar organisms are still alive today.</li> </ol>
Essential Vocabulary	produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account	Characteristics, environment, habitats, justify, compare, contrast, extinct, desert, ocean, rainforest
Suggested Unit Resources	<p>Lesson Ideas:  <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a>                      Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a>                      Lessons and Standards:  <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a></p>	<p>UEN Links:                      K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a>                      Core Academy Handbooks:  <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a>                      Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a></p>

## 2<sup>nd</sup> Content Integration

<p>Explicit Ties to Reading Street</p>	<p>Unit 2: Scarcity</p>	<p>N/A</p>	
<p>Reading Street Online Readers</p>	<p>Barn Raising (L330)            What a School Needs (L70)            Farming Families (L370)            Many Types of Energy (L760)            Goods and Services (L600)            A Few Nifty Inventions (L650)            Ideas to Inventions (L650)            Buyers Need Sellers, Sellers Need Buyers (L700)            The Consumer-Producer Connection (L870)            Can We Get That Here (L920)            What is For Dinner? (L670)            Who Does It, Who Buys It? (L560)            Technology (L460)            Technology (L730)            Technology in our World (L330)            Technology in The World (L760)</p>	<p>All About Animals (L 320)            All About Plants (L430)            Animal Eggs (L680)            Animal Groups (L510)            Desert Plants (L640)            The Earth (L470)            Growing and Changing (L420)            How Living Things Grow &amp; Change (L320)            How Plants &amp; Animals Live Together (L440)            Nocturnal Animals (L690)            Plants (L800, L540, L600)            Plants and Animals (L210, L420)            All About Animals (L320)            All Animals Have Life Cycles (L480)            Amazing Animals (L690)            Animal Helpers (L810)            Animal Shelters (L730)            Busy Beavers (L330, L80)            The Busy, Lively, Sleepy &amp; Quiet Pond (L370)            Camping at Crescent Lake (L390)            The Camping Trip (L510)            The Case of the Missing Fish (L110)            Casting Nets (L570)            Desert Animals (L410)            Dogs at Work (L360)            Farming Families (L370)            Frog Friends (L500)            Growing Up (L410)</p>	<p>Horse Rescue (L620)            How a Seed Grows (L270)            How Can Animals Help (L810)            How Do Plants Grow? (L400)            How to Grow Tomatoes (L350)            Insect or Arachnid (L300)            It's Alive! (L400)            Life on the Ranch (L550)            Living on a Ranch (L550)            Many Plants, Many Places (L740)            Plants and Animals in Their Environment (L330)            Plants Grow Everywhere (L740)            The Rescue Dogs (L260)            St. Bernard and Other Working Dogs (L610)            Sea Turtles at Risk (L760)            Snakeskin Canyon (L190)            Special Animal Helpers (L690)            Too Many Frogs (L280)            Too Many Rabbit Holes (L110)            A walk in the Mountains (L410)            Warm and Fuzzy (L410)            Who Needs Soil? (L350)            The Wonderful World of Birds (L740)            Working Dogs (L360)            Discovering Plants, Animals &amp; Environments (L490)            All Animals Have Life Cycles (L480)            Animal Eggs (L680) Desert Plants (L640)            Plants &amp; Animals in Their Environments (L330)</p>

## 2<sup>nd</sup> Content Integration

### Unit 3: Reading Street Big Question: What does it mean to be creative?

Content	Social Studies	Science	
Essential Question	How do different cultures make a community better?	How do living things use their environment to meet their needs?	
Content Standards	<p><b>Standard 1: Students will recognize and describe how people within their community, state, and nation are both similar and different.</b></p> <p><b>Objective 1: Examine and identify cultural differences within the community.</b></p> <ul style="list-style-type: none"> <li>a. Explain the various cultural heritages within their community.</li> <li>b. Explain ways people respect and pass on their traditions and customs.</li> <li>c. Give examples of how families in the community borrow customs or traditions from other cultures.</li> </ul>	<p><b>Standard 4.2: Identify basic needs of living things (plants and animals) and their abilities to meet their needs.</b></p> <ul style="list-style-type: none"> <li>a. Communicate and justify how the physical characteristics of living things help them meet their basic needs.</li> <li>b. Observe, record and compare how the behaviors and reactions of living things help them meet their basic needs.</li> <li>c. Identify behaviors and reactions of living things in response to changes in the environment including seasonal changes in temperature and precipitation.</li> </ul>	
Essential Vocabulary	community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast	Physical characteristics, behaviors, reaction, environment, seasonal, temperature, precipitation	
Suggested Unit Resources	UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a>	UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a>	
Explicit Ties to Reading Street	N/A	Week 3: Main Selection: Anansi Goes Fishing	
Reading Street Online Readers	Family Histories (L740) Remembering our Pasts (L860) Alike, Different, Together (L510) Granny's Cranberry Sauce	All About Animals (L 320) All About Plants (L430) Animal Eggs (L680) Animal Groups (L510) Desert Plants (L640) The Earth (L470) Growing and Changing (L420) How Living Things Grow & Change (L320) How Plants & Animals Live Together (L440)	Horse Rescue (L620)How a Seed Grows (L270) How Can Animals Help (L810) How Do Plants Grow? (L400) How to Grow Tomatoes (L350) Insect or Arachnid (L300) It's Alive! (L400) Life on the Ranch (L550) Living on a Ranch (L550) Many Plants, Many Places (L740) Plants and Animals in Their

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		<p>Nocturnal Animals (L690)  Plants (L800, L540, L600)  Plants and Animals (L210, L420)  All About Animals (L320)  All Animals Have Life Cycles (L480)  Amazing Animals (L690)  Animal Helpers (L810)  Animal Shelters (L730)  Busy Beavers (L330, L80)  The Busy, Lively, Sleepy &amp; Quiet Pond (L370)  Camping at Crescent Lake (L390)  The Camping Trip (L510)  The Case of the Missing Fish (L110)  Casting Nets (L570)  Desert Animals (L410)  Dogs at Work (L360)  Farming Families (L370)  Frog Friends (L500) Growing Up (L410)</p>	<p>Environment (L330)  Plants Grow Everywhere (L740)  The Rescue Dogs (L260) St. Bernard and Other Working Dogs (L610)  Sea Turtles at Risk (L760)  Snakeskin Canyon (L190)  Special Animal Helpers (L690)  Too Many Frogs (L280)  Too Many Rabbit Holes (L110)  A walk in the Mountains (L410)  Warm and Fuzzy (L410)  Who Needs Soil? (L350)  The Wonderful World of Birds (L740)  Working Dogs (L360)  Discovering Plants, Animals &amp; Environments (L490)  All Animals Have Life Cycles (L480)  Animal Eggs (L680) Desert Plants (L640)  Plants &amp; Animals in Their Environments (L330)</p>
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## 2<sup>nd</sup> Content Integration

### Unit 4: Our Changing World

Reading Street Big Question: How do things change? How do they stay the same?

Content	Social Studies	Science		
Essential Question	How do the contributions of cultures in Utah and our nation make it a better place to live?	How do we use characteristics and composition of rocks to sort and identify them?  What are the recognizable objects and patterns in the night sky?		
Content Standards	<p><b>Standard 1: Students will recognize and describe how people within their community, state, and nation are both similar and different.</b></p> <p><b>Objective 2: Recognize and describe the contributions of different cultural groups in Utah and the nation.</b></p> <ol style="list-style-type: none"> <li>Identify various cultural groups within the state and the nation.</li> <li>Describe contributions of cultural groups to our state and nation.</li> <li>Explain ways American Indians and immigrants have shaped both Utah's and America's culture (e.g., names of places, food, customs, celebrations).</li> <li>Compare and contrast elements of two or more cultures within the state and nation (e.g., language, food, clothing, shelter, traditions, and celebrations).</li> </ol>	<p><b>Standard 2.1: Describe the characteristics of different rocks.</b></p> <ol style="list-style-type: none"> <li>Explain how smaller rocks come from the breakage and weathering of larger rocks.</li> <li>Describe rocks in terms of their parts (e.g. crystals, grains, cement)</li> <li>Sort rocks based upon color, harness, texture, layering, particle size and type (i.e. igneous, metamorphic, sedimentary)</li> </ol> <p><b>Standard 2.2: Observe and record the recognizable objects and patterns in the night sky.</b></p> <ol style="list-style-type: none"> <li>Observe, describe, and record patterns in the appearance and apparent motion of the moon in the night sky.</li> <li>Observe and describe the number, arrangement and color/brightness of stars in the night sky.</li> </ol>		
Essential Vocabulary	community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast	Characteristics, weathering, texture, layering, particle, data, conclusions, properties, arrangement, patterns, location, variations, constellations, moon phases		
Suggested Unit Resources	UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a>	UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a>		
Explicit Ties to Reading Street	Week 4 Main Selection: The Night the Moon Fell	Week 3 Main Selection: Soil Week 5 Sing With Me Big Book Audio: Changing Conditions Week 5 Main Selection: The First Tortilla Week 5 Read Aloud Anthology: Twisters Paired Selection: Wind		
Reading Street Online Readers	Changing Communities (L460) Communities All Over (L500) Communities: Alike and Different (L700)	Twelve Groups for the New Year Special Chinese Birthdays (L510) Happy Birthday! (L310) A World of Birthdays (L580)	Blizzard (L250) All Kinds of Weather (L130) Hurricanes! (L910) Earthquake! (G2)	How Clouds are Made (L580) In the Dry Desert (L720) Watch Out (L460) How to Measure Weather (L480)

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	<p>Our Communities (L320)            Family Histories (L740)            The International Food Fair (L560)            Meet Our Families (L510)            Remembering Our Pasts (L860)            A Special Festival (L490)            A World of Birthdays (L580)            Windows to the Past (L950)            The Country and the City (L90)            The New Kid in Bali (L460)            Country Friends, City Friends (L340)</p>	<p>Celebrations and Family Traditions (L770)            Down on the Ranch (L460)            Cowboys (L200)            A Cowboy's Life (L600)            Just Like Grandpa (L420)            Election Day (L210)            Voting Day (L490)            Happy New Year! (L380)            Down on the Ranch (L460)            Cowboys (L200)            Living on a Ranch (L550)</p>	<p>A Walk in the Mountains (L410)            Exploring Forces in Motion (L620)            Forces and Motion (L760)            Explore the Galaxy (L630)            Look at Our Galaxy (L630)            Blizzard (L250)            Earth's Weather (L590)            Earth's Weather &amp; Seasons (L170)            Here Comes a Storm (L720)</p>	<p>Rocks and Soil (L410)            Rocks and Soil Around Us (L490)            Crystals and Gems (L590)            Dinosaur Fossils (L670)            Fossils and Dinosaurs (L330)            The Earth (L470)            Earth's Land, Air and Water (L390)</p>
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## 2<sup>nd</sup> Content Integration

### Unit 5: Responsibility

#### Reading Street Big Question: What does it mean to be responsible?

Content	Social Studies	Science
Essential Question	How can I be a good citizen?	In what ways do weather patterns change from season to season? Do heavier objects fall at the same rate as lighter objects?
Content Standards	<p><b>Standard 2: Students will recognize and practice civic responsibility in the community, state, and nation.</b></p> <p><b>Objective 1: Examine civic responsibility and demonstrate good citizenship.</b></p> <ol style="list-style-type: none"> <li>a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.</li> <li>b. Explain the benefits of being a U.S. citizen (e.g., responsibilities, freedoms, opportunities, and the importance of voting in free elections).</li> <li>c. Identify and participate in a local civic activity. (e.g. community cleanup, recycling, walkathons, voting).</li> <li>d. Identify state and national activities (e.g., voting, Pledge of Allegiance, holidays).</li> </ol> <p><b>Objective 2: Identify individuals within the school community and how they contribute to the school's success.</b></p> <ol style="list-style-type: none"> <li>a. Identify the roles that people have in the school and explain the importance of each member.</li> <li>b. Demonstrate respect for the school and the school community.</li> </ol>	<p><b>Standard 2.3: Observe, describe and measure seasonal weather patterns and local variations.</b></p> <ol style="list-style-type: none"> <li>a. Compare and contrast the seasonal weather patterns during the school year.</li> <li>b. Analyze and interpret data such as temperatures in different locations and different times.</li> </ol> <p><b>Standard 3.1: Communicate observations about falling objects.</b></p> <ol style="list-style-type: none"> <li>a. Observe falling objects and identify things that prevent them from reaching the ground.</li> <li>b. Communicate observations that similar objects of varying masses fall at the same rate.</li> </ol>
Essential Vocabulary	vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, state capitol, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic	Seasonal, variations, analyze, interpret, temperature, precipitation, thermometer, rain gauge, weather vane, data, conclusions, location, patterns Communicate, observations, identify, demonstrate, investigate, data, conclusions, motion, weightlessness, prevent, various
Suggested Unit Resources	<p>UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a></p>	<p>UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a></p>

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<p style="text-align: center;">Explicit Ties to Reading Street</p>	<p>Week 1: Main Selection: Firefighter Sing Along: The Firefighting Team Read Aloud Anthology: Ahmed, the Boab's Son</p> <p>Week 2: Main Selection: Carl The Complainer Sing Along: Oh What Can we Do Read Aloud Anthology: Bringing Back Salmon</p> <p>Week 3: Main Selection: Bad Dog Dodger</p> <p>Week 4: Main Selection: Horace and Morris, But Mostly Dolores Sing Along: Friendships Read Aloud Anthology: Eat Your Vegetables</p>	<p>N/A</p>
<p style="text-align: center;">Reading Street Online Readers</p>	<p>Everyone Can Make a Difference! (L680) Taking Care of the Earth (L730) You Can Make A Difference! (L680) Winter Holidays (L690) Our School Science Fair (L580) Help From a Friend (L130) Dotty's Art (L520) Maggie's New Sidekick (L690) Let's Send a Letter! (L 500) How I Feel (L180) Living in Seoul (L480) Communicating...Then and Now (L740) Ana is Shy (L320) Good Ideas! (L220) The International Food Fair (L560) Hank's Tortilla Factory (L650) Where is Fish? (L250) We Make Soup! (L100) (L350) Showing Good Manners (L550) Saint Bernards and Other Working Dogs (L610) Service Workers (G2) Who Helps on Your Street? (L210)</p> <p>Keeping Our Community Safe (L730) Services and Goods (L600) What Can You Do? (L620) Helping Our World (L300) Annie Makes a Big Change (L730) A Vet for All Animals (L710) Sally and The Wild Puppy(L500) Our Dog Buster (L280) Training Peanut (L540) Join an Adventure Club (L370) Neighbors Help Neighbors (L90) Everyone Can Make a Difference (L680) Protect the Earth (L730) Andrew's Mistake (L260) I Follow the Rules (L140) Freda the Signmaker (L250) Marty's Summer Job (L510) America's Birthday (L430) Flag Day (L220) America Revolution Heroes (L600) Living in a Democracy (L650)</p>	<p>Blizzard (L250) All Kinds of Weather (L130) Hurricanes! (L910) Earthquake! (G2) A Walk in the Mountains (L410) Exploring Forces in Motion (L620) Forces and Motion (L760) Explore the Galaxy (L630) Look at Our Galaxy (L630) Earth's Weather (L590) Earth's Weather &amp; Seasons (L170) Here Comes a Storm (L720) How Clouds are Made (L580) In the Dry Desert (L720) Watch Out (L460) How to Measure Weather (L480) Rocks and Soil (L410) Rocks and Soil Around Us (L490) Crystals and Gems (L590) Dinosaur Fossils (L670) Fossils and Dinosaurs (L330) The Earth (L470) Earth's Land, Air and Water (L390)</p>

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### Unit 6: Traditions

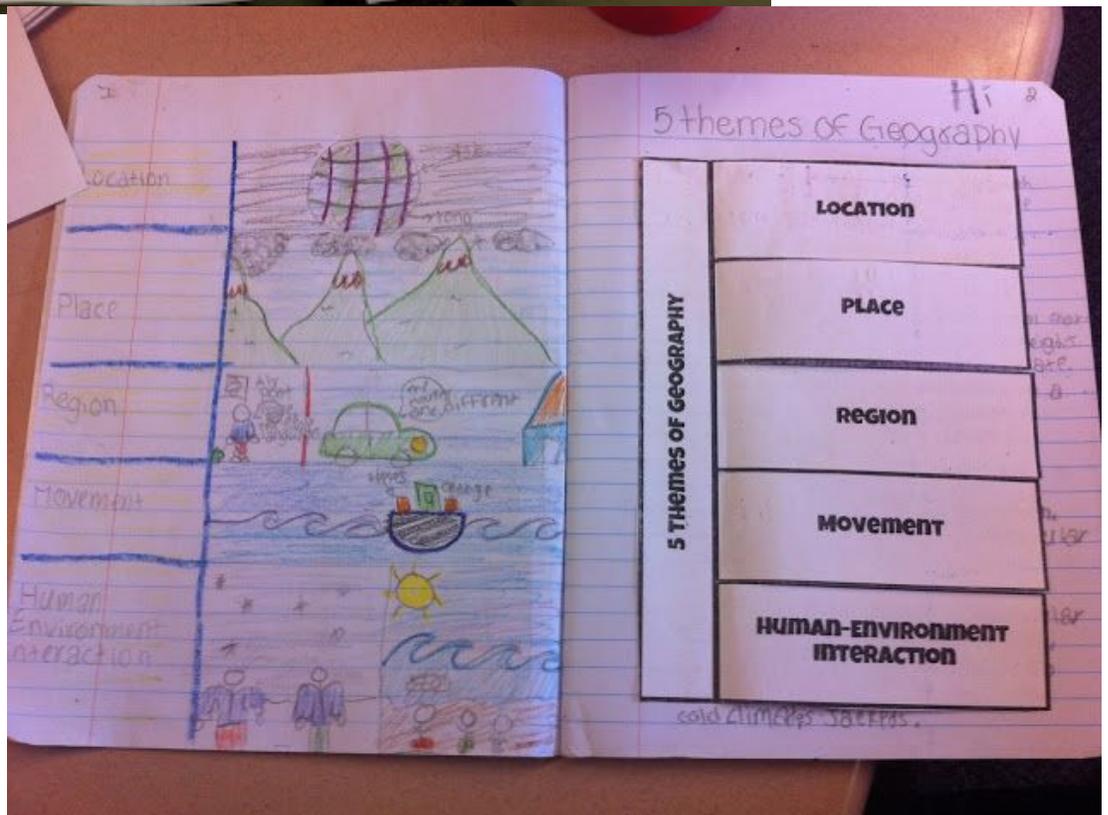
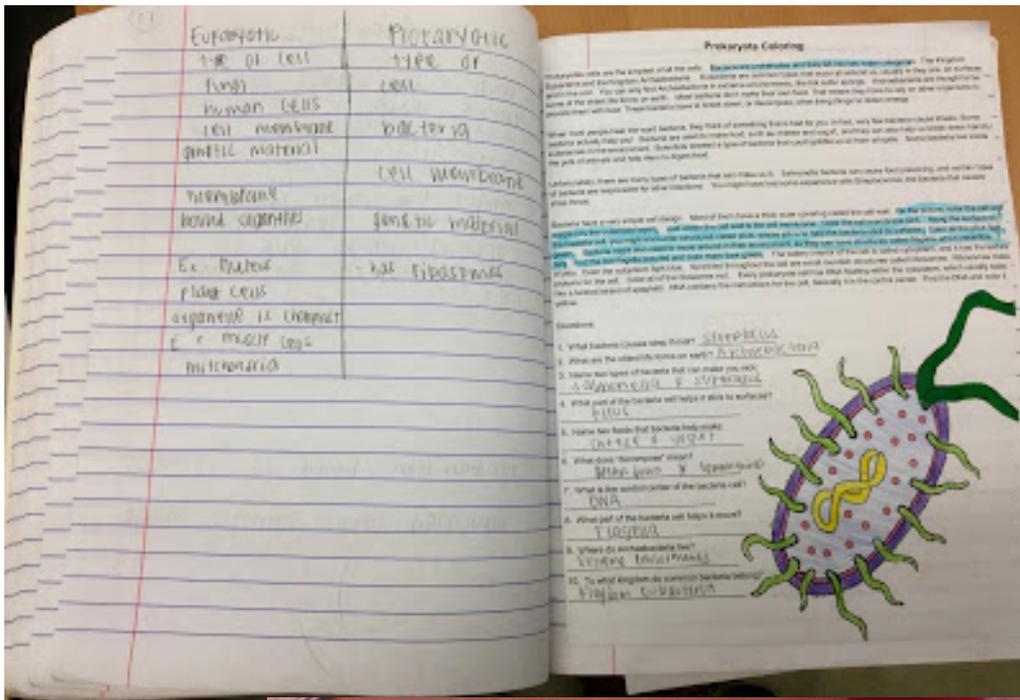
#### Reading Street Big Question: Are traditions and celebrations important in our lives?

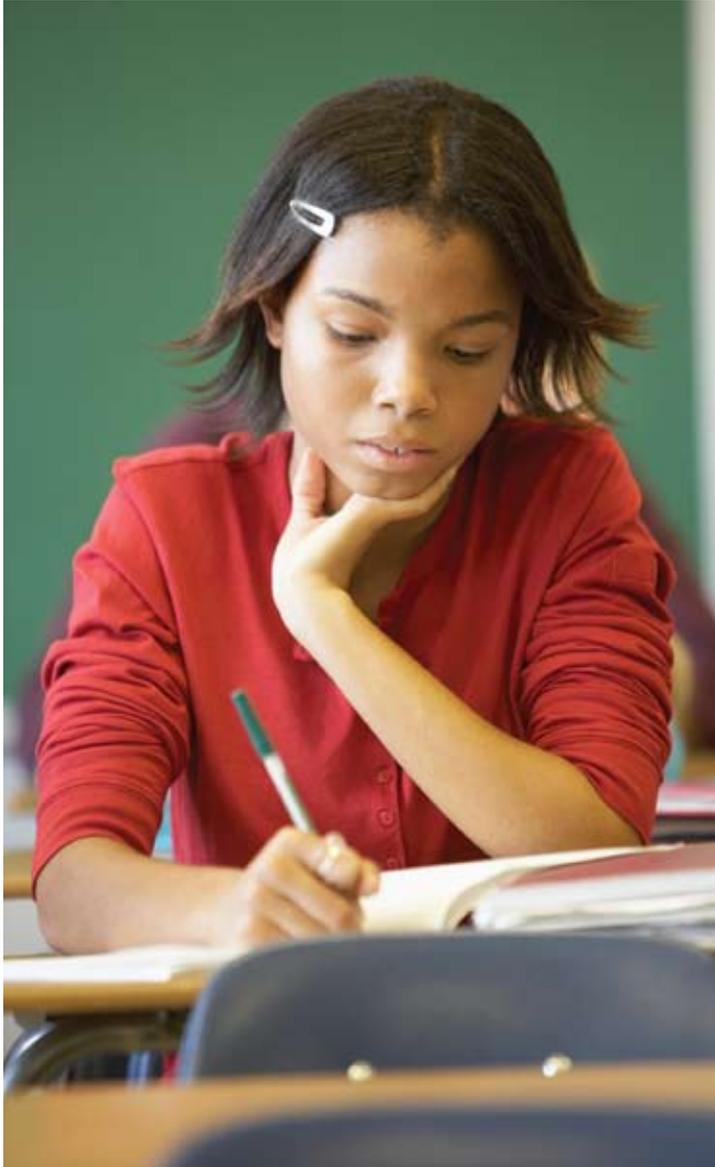
Content	Social Studies	Science								
Essential Question	How do symbols unite the people they represent?	How can I tell if matter has undergone a physical change? In what ways can one form of matter be converted to another?								
Content Standards	<p><b>Standard 2: Students will recognize and practice civic responsibility in the community, state, and nation.</b></p> <p><b>Objective 3: Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation.</b></p> <ul style="list-style-type: none"> <li>a. Explain the significance of various community, state, and national celebrations (e.g., Memorial Day, Independence Day, and Thanksgiving).</li> <li>b. Identify community and state symbols, documents and landmarks (e.g., city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays).</li> <li>c. Identify and explain the significance of various national symbols, documents, and landmarks (e.g., Declaration of Independence, Constitution, flag, Pledge of Allegiance, national monuments, national capitol building).</li> </ul>	<p><b>Standard 3.2: Compare and contrast how different materials respond to change.</b></p> <ul style="list-style-type: none"> <li>a. Model physical changes of various materials.</li> <li>b. Investigate and provide evidence that matter is not destroyed or created through changes.</li> </ul>								
Essential Vocabulary	vote, election, recycle, holiday, respect, community, Memorial Day, Independence Day, Thanksgiving, city hall, courthouse, state capitol, Utah State Constitution, flag, Declaration of Independence, U.S. Constitution, national capitol, national monuments, citizen, civic	Demonstrate, physical, matter, data, conclusions, investigate, mass								
Suggested Unit Resources	<p>UEN Links: Lesson Ideas: <a href="http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml">http://www.uen.org/core/socialstudies/second/lesson_ideas.shtml</a> Websites: <a href="http://www.uen.org/core/socialstudies/second/web.shtml">http://www.uen.org/core/socialstudies/second/web.shtml</a> Lessons and Standards: <a href="http://www.uen.org/core/core.do?courseNum=6020">http://www.uen.org/core/core.do?courseNum=6020</a></p>	<p>UEN Links: K-2 Interactives: <a href="http://www.uen.org/k-2interactives/">http://www.uen.org/k-2interactives/</a> Core Academy Handbooks: <a href="http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx">http://schools.utah.gov/CURR/science/Elementary/Second-Grade.aspx</a> Lesson Plans: <a href="http://www.uen.org/core/core.do?courseNum=3020">http://www.uen.org/core/core.do?courseNum=3020</a></p>								
Explicit Ties to Reading Street	Week 2: Main Selection: Red, White and Blue: The Story of the American Flag Read Aloud Anthology: Uncle Sam and Old Glory	N/A								
Reading Street Online Readers	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Everyone Can Make a Difference! (L680)</td> <td style="width: 50%;">Keeping Our Community Safe (L730)</td> </tr> <tr> <td>Taking Care of the Earth (L730)</td> <td>Services and Goods (L600)</td> </tr> <tr> <td>You Can Make A Difference! (L680)</td> <td>What Can You Do? (L620)</td> </tr> <tr> <td></td> <td>Helping Our World (L300)</td> </tr> </table>	Everyone Can Make a Difference! (L680)	Keeping Our Community Safe (L730)	Taking Care of the Earth (L730)	Services and Goods (L600)	You Can Make A Difference! (L680)	What Can You Do? (L620)		Helping Our World (L300)	Matter (L460) Properties of Matter (L2100) Air is Everywhere (L600)
Everyone Can Make a Difference! (L680)	Keeping Our Community Safe (L730)									
Taking Care of the Earth (L730)	Services and Goods (L600)									
You Can Make A Difference! (L680)	What Can You Do? (L620)									
	Helping Our World (L300)									

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	<p>Winter Holidays (L690)          Our School Science Fair (L580)          Help From a Friend (L130)          Dotty's Art (L520)          Maggie's New Sidekick (L690)          Let's Send a Letter! (L 500)          How I Feel (L180)          Living in Seoul (L480)          Communicating...Then and Now (L740)          Ana is Shy (L320)          Good Ideas! (L220)          The International Food Fair (L560)          Hank's Tortilla Factory (L650)          Where is Fish? (L250)          We Make Soup! (L100) (L350)          Showing Good Manners (L550)          Saint Bernards and Other Working Dogs (L610)          Service Workers (G2)          Who Helps on Your Street? (L210)</p>	<p>Annie Makes a Big Change (L730)          A Vet for All Animals (L710)          Sally and The Wild Puppy(L500)          Our Dog Buster (L280)          Training Peanut (L540)          Join an Adventure Club (L370)          Neighbors Help Neighbors (L90)          Everyone Can Make a Difference (L680)          Protect the Earth (L730)          Andrew's Mistake (L260)          I Follow the Rules (L140)          Freda the Signmaker (L250)          Marty's Summer Job (L510)          America's Birthday (L430)          Flag Day (L220)          America Revolution Heroes (L600)          Living in a Democracy (L650)</p>	
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# 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 (metacognition), 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.

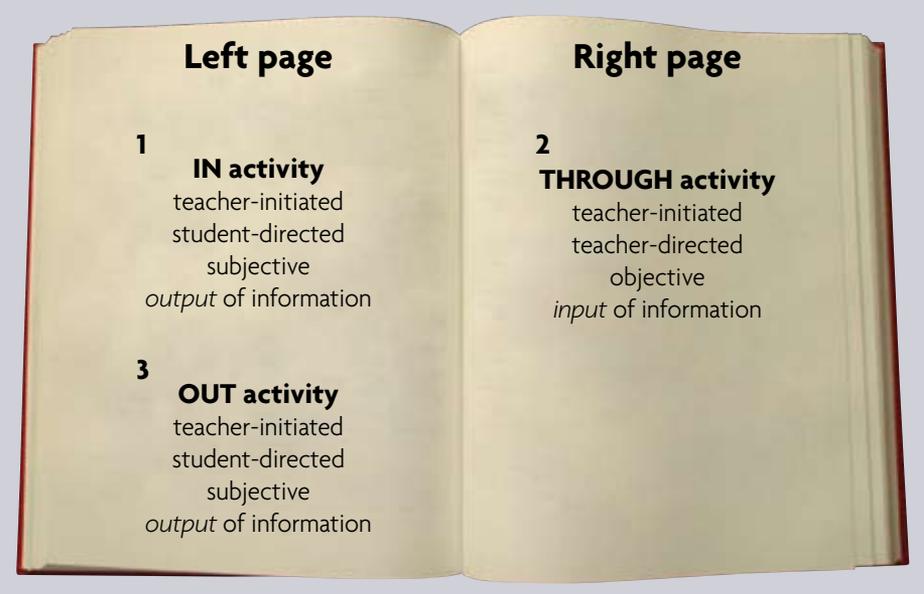


FIGURE 2

**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 typically

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%.

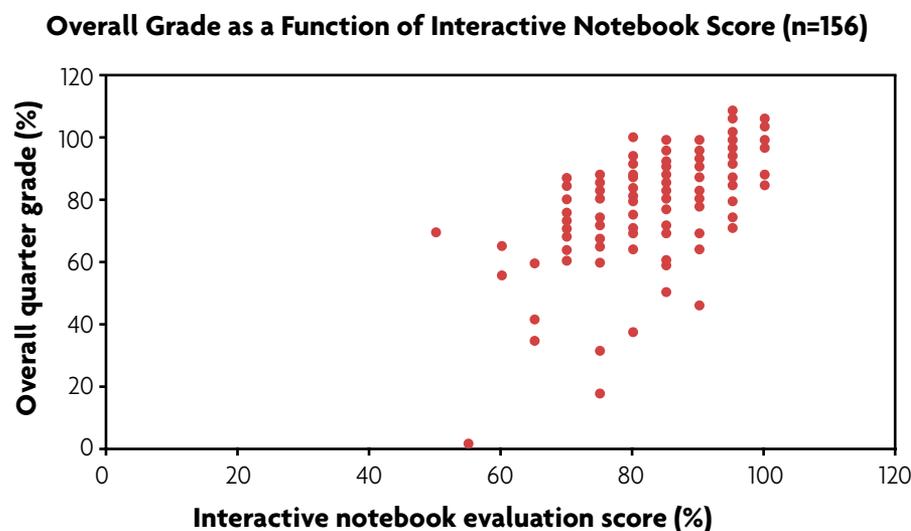


FIGURE 4

### Assessment strategies for an interactive notebook.

#### Quick grades for *in* and *out* activities:

- ✓ The teacher walks around the room or students hold up notebooks for a visual inspection.
- ✓ The teacher uses the seating chart to record scores or stamps student notebooks individually to verify assignment completion.
- ✓ Students complete a simple teacher-designed self-evaluation form and hand it in.
- ✓ A 3-point rating scale is used for feedback (Wow = 3, What is expected = 2, Made an attempt = 1).

#### Summative evaluations:

- ✓ Completeness is evaluated two to four times a semester.
- ✓ Rubrics are created and used for grading paragraphs, summaries, and other more complex student work.
- ✓ At the end of semester, rubrics with a standard numerical score are used to measure quality, depth, effort, completeness, organization, and improvement.

within each student's notebook, or summarized on small slips of paper.

### Conclusion

The power of an interactive notebook resides in students' engagement with sensemaking, metacognitive activities. Oftentimes students arrive to class and immediately launch into challenging new material, without setting the context by reflecting on previous classes. Similarly, classes sometimes end in midstream, finishing with the closing bell rather than with a reflection on the big ideas learned that day. *In* and *out* activities help teachers avoid these situations and provide an opportunity for students to reflect on their learning. While we suggest that the format of the interactive notebook be strictly defined, the utility of the design allows for the inclusion of a wide range of existing classroom activities.

Over the past few years, a good number of teachers from across our school district have been using action research in their classrooms to evaluate the impact of the interactive notebook. The response we hear is universally positive: These strategies are helping students engage in and learn science. Workshops for teachers on using the interactive notebook are very popular, and participating teachers who go on to implement interac-

Students treasure their interactive notebooks because they are personal and reflective; teachers value them because they represent a simple yet powerful method for helping students learn science.

tive notebooks comment that they will never go back to their previous strategies. Although the results of this research are incomplete, we find the endorsement by respected colleagues to be encouraging.

Working with the interactive notebook, students come to value sensemaking and become aware of the knowledge and skills required to control their learning. This in turn empowers students to become confident and focused, thereby improving their achievement. Students treasure their interactive notebooks because they are personal and reflective; teachers value them because they represent a simple yet powerful method for helping students learn science. ■

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## 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:**

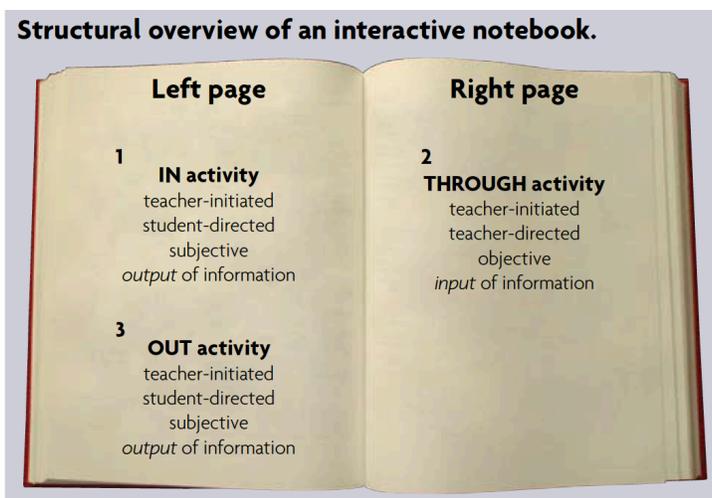
The daily lesson is the through activity. This can include explicit instruction or discussion, engaging in a laboratory procedure, or viewing a film or clip during class.

### **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.

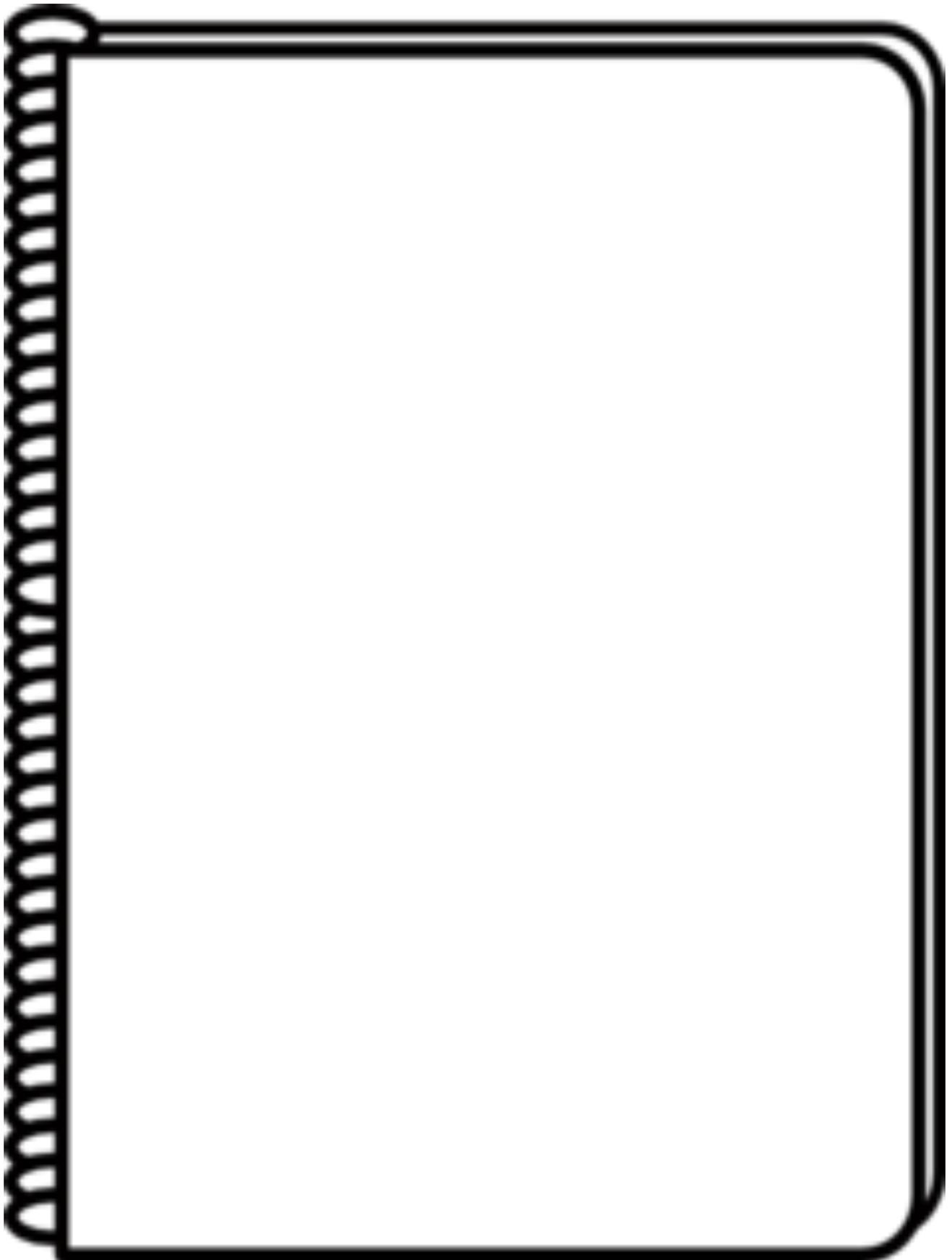
### **Important Things to Remember:**

- 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



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 Rubric

3	<ul style="list-style-type: none"> <li>• Notebook contents are complete, dated, labeled, and organized</li> <li>• Information on right-side and left-side topics correct</li> <li>• Displays superior understanding of content material</li> <li>• Well developed processing assignments that use color and effective diagrams</li> <li>• In-depth reflections about the work done</li> </ul>
2	<ul style="list-style-type: none"> <li>• Notebook contents are almost complete, dated, labeled, and organized</li> <li>• Information on right-side and left-side topics are mostly correct</li> <li>• Displays limited concept of understanding of content material</li> <li>• Processing assignments incomplete or lack use of color and effective diagrams</li> <li>• Shows reflection about the work done</li> </ul>
1	<ul style="list-style-type: none"> <li>• Notebook contents are incomplete or not dated, labeled, or organized</li> <li>• Notes are Cornell style, with few or no questions</li> <li>• Information on right-side and left-side topics are partially correct</li> <li>• Displays superficial understanding of content materials</li> <li>• Processing assignments show minimal processing of information</li> <li>• Shows little reflection about the work done</li> </ul>

## Interactive Notebook Rubric

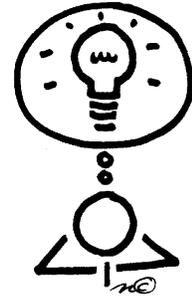
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## The Left Side (In & Out Activities)

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:

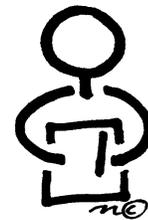
- Brainstorming
- Concept maps
- Riddles
- Your questions
- Pictographs
- Cartoons
- Venn Diagrams
- Data and Graphs you generate
- Analysis writing
- Reflecting writing
- Quick write
- Four square
- Mnemonics
- Significant statements
- Flowchart
- Graphic organizers
- Drawing
- Writing prompts

### 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:

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*My student's biggest concern about this class is...*

**Parent/Guardian** Signature: \_\_\_\_\_Date:\_\_\_\_\_

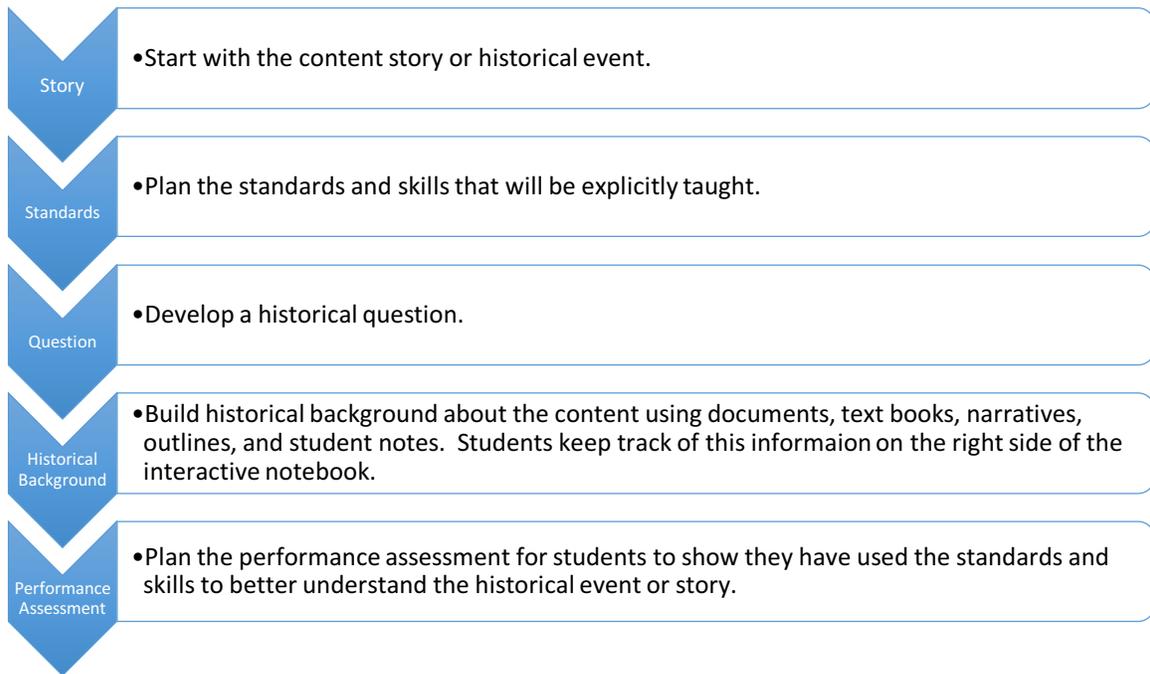
If you have immediate concerns, please feel free to contact me at:

# 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

## 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 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:**

- **4<sup>th</sup> 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.
  
- **5<sup>th</sup> 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 website interface. At the top left is the logo for Utah's Online Library, and at the top right is the UEN logo with the text "A SERVICE OF THE UEN UTAH EDUCATION NETWORK WWW.UEN.ORG". Below the logos is a blue and green horizontal bar. The main content area is divided into three columns:

- General Reference Collection:** CultureGrams, Digital Science Online, Digital Science Online - Spanish, EBSCO, eMedia, Gale Kids InfoBits Grades K-6, Gale Research in Context Grades 6-8, Gale Reference Collection Grades 9-12, LearningExpress Library, NoodleTools, Soundzabound, World Book Encyclopedia.
- Utah Collection:** Counties of Utah, Deseret Morning News, Open Educational Resources, Preschool Pioneer, The Salt Lake Tribune, Utah State Archives, Utah Collections Multimedia Encyclopedia, Utah Digital Newspapers, Utah's Local Newspapers.
- Additional Library Resources:** ALA Websites for Kids, DocsTeach, eThemes, **Library of Congress** (highlighted with a red box), Mountain West Digital Library, National Archives, NROC HippoCampus, Spanish Resources, Thinkfinity.

## The 5 E Learning Cycle Model

### An Inquiry Approach to Science Learning

<b>Engagement</b>	Object, event or question used to engage students. Connections facilitated between what students know and can do.
<b>Exploration</b>	Objects and phenomena are explored. Hands-on/lab-based activities with guidance.
<b>Explanation</b>	Students explain their understanding of their findings. Teacher elaborates on their findings with explicit instruction.
<b>Elaboration</b>	Activities allow students to apply concepts in context, and build on or extend understanding and skill.
<b>Evaluation</b>	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

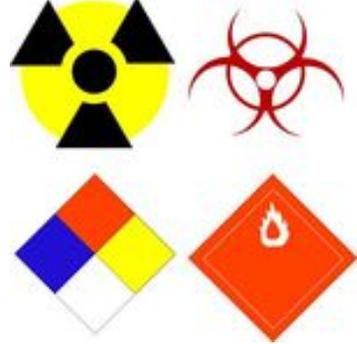
## CSD ELEMENTARY LAB REPORT EXPECTATIONS

<b>Introduction</b>	<p><b>TITLE</b> Appropriately title your lab as per teacher instruction.</p>
	<p><b>PURPOSE</b> 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.</p>
	<p><b>VARIABLES</b> 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.</p> <p>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.</p>
	<p><b>HYPOTHESIS</b> 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 independent variable describe how you change it, the dependent variable will describe the effect.</i></p> <p>Example: As the diameter of a cars tires increase, the maximum speed of the car will decrease.</p>
	<p><b>PROCEDURE</b> 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.</p>
<b>Data &amp; Observations</b>	<p><b>DATA COLLECTION</b> 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.</p> <p>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.</p>
	<p><b>DATA &amp; GRAPHS</b> 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. Graphs should have an appropriate title, labeled axes, and display an appropriate scale.</p>
<b>Conclusion</b>	<p>This section of your lab report is the concluding statement of your argument. It should be written in paragraph formatting and include the following:</p> <ul style="list-style-type: none"> <li>• Restatement of the purpose of the lab</li> <li>• A brief account of what you did and how it came out</li> <li>• State whether hypothesis was correct or incorrect             <ul style="list-style-type: none"> <li>○ Use data from the lab to support your claim</li> <li>○ Describe relationships that were observed</li> </ul> </li> <li>• Discuss problems encountered in the experiment if appropriate</li> <li>• List suggestions for further study</li> </ul>

## ELEMENTARY LAB REPORT RUBRIC

<b>Title</b>	<b>1 Point</b>		<b>0 Points</b>	
	Appropriate title included in report.		No title included in report	
<b>Introduction</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>
	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.
<b>Procedure</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>
	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.
<b>Data</b>	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>	<b>0 Points</b>
	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.
<b>Conclusion</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>
	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

<p align="center"><b>Lead Engineer</b></p> 	<p align="center"><b>Assistant Engineer</b></p> 	<p align="center"><b>Safety Manager</b></p> 	<p align="center"><b>Materials Manager</b></p> 
<p align="center"><b>Lead Engineer</b></p> 	<p align="center"><b>Assistant Engineer</b></p> 	<p align="center"><b>Safety Manager</b></p> 	<p align="center"><b>Materials Manager</b></p> 

<p style="text-align: center;"><b>Materials Manager Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Responsible for the pre-lab check-out and the post-lab check-in of all lab materials</li> <li>• Ensure work area is clean</li> <li>• Appoint team members to help with cleanup when needed</li> </ul>	<p style="text-align: center;"><b>Safety Manager Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Report any safety incidents or broken lab equipment to teacher</li> <li>• Ensure all group members are following lab safety procedures</li> <li>• Report any group problems to teacher</li> </ul>	<p style="text-align: center;"><b>Assistant Engineer Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Check lab reports of other group members to ensure completion</li> <li>• Assist with group discussions about lab, hypotheses, processes, results, etc.</li> </ul>	<p style="text-align: center;"><b>Lead Engineer Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Keep group on-task</li> <li>• Share summary of group work/results with the class</li> <li>• Guide group members to arrive at appropriate conclusion based on lab hypothesis, processes, results, etc.</li> </ul>
<p style="text-align: center;"><b>Materials Manager Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Responsible for the pre-lab check-out and the post-lab check-in of all lab materials</li> <li>• Ensure work area is clean</li> <li>• Appoint team members to help with cleanup when needed</li> </ul>	<p style="text-align: center;"><b>Safety Manager Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Report any safety incidents or broken lab equipment to teacher</li> <li>• Ensure all group members are following lab safety procedures</li> <li>• Report any group problems to teacher</li> </ul>	<p style="text-align: center;"><b>Assistant Engineer Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Check lab reports of other group members to ensure completion</li> <li>• Assist with group discussions about lab, hypotheses, processes, results, etc.</li> </ul>	<p style="text-align: center;"><b>Lead Engineer Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Keep group on-task</li> <li>• Share summary of group work/results with the class</li> <li>• Guide group members to arrive at appropriate conclusion based on lab hypothesis, processes, results, etc.</li> </ul>

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# Standards-Based Reporting

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I-CANYONS  
STUDENTS REPORTS

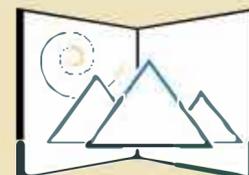
PRACTICE

PROGRESS

ACHIEVE

**2nd**

Grade



**CANYONS**  
School District

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## **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 Information

Student Name: **REPORT TEST**

Student ID: 9999999

Academic Year: 2016-17

Grade: 02

### School Information

School: ELEMENTARY

Principal: PRINCIPAL

Phone #: (801) 555-5555

Teacher: Teacher

## I-CANyons Student Reports 2016 - 2017

#### 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**

#### 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

**PR1 PR2 EYS**

	PR1	PR2	EYS

#### 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 this standard to future 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



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

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**Reading Literature and Informational Texts: I can...**

- Ask and answer questions to demonstrate understanding
- Identify the main idea
- Recognize the structure (e.g., sequence, diagram, captions)
- Compare and contrast two individuals, events, stories, or ideas


**Foundational Skills: I can...**

- Recognize and apply grade-level phonics in 1-2 syllable words
- Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension


**Writing: I can...**

- Write opinion pieces using reasons
- Write informational texts to convey ideas
- Write narrative text to recount events


**Language: I can...**

- Use grammar skills when writing or speaking
- Apply spelling patterns when writing
- Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases




PR1 PR2 EYS

**Operation and Algebraic Thinking: I can...**

- Solve one and two-step word problems within 100 using addition and subtraction
- Mentally add within 20
- Mentally subtract within 20


**Numbers and Operations Base Ten: I can...**

- Understand place value to the hundreds place
- Count, read and write numbers to 1000
- Compare 3-digit numbers using symbols
- Understand addition to 1000 using models
- Understand subtraction to 1000 using models
- Fluently add two-digit numbers
- Fluently subtract two-digit numbers


**Measurement and Data: I can...**

- Measure and estimate lengths in standard units

--	--	--

- Solve problems involving length using addition and subtraction
- Tell and write time to the nearest 5 minutes
- Solve problems involving money
- Represent and interpret data


**Geometry: I can...**

- Recognize and draw shapes having specific characteristics
- Divide circles and rectangles into equal parts


**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.

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**Additional Information**

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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

✓	✓	✓
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**Reading Literature and Informational Texts: I can...**

- Ask and answer questions to demonstrate understanding
- Identify the main idea
- Recognize the structure (e.g., sequence, diagram, captions)
- Compare and contrast two individuals, events, stories, or ideas

✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓

**Foundational Skills: I can...**

- Recognize and apply grade-level phonics in 1-2 syllable words
- Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension

✓	✓	✓
✓	✓	✓

**Writing: I can...**

- Write opinion pieces using reasons
- Write informational texts to convey ideas
- Write narrative text to recount events

	✓	✓
✓	✓	✓
✓	✓	✓

**Language: I can...**

- Use grammar skills when writing or speaking
- Apply spelling patterns when writing
- Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases

✓	✓	✓
✓	✓	✓
	✓	✓

**Mathematics**



PR1 PR2 EYS

**Operation and Algebraic Thinking: I can...**

- Solve one and two-step word problems within 100 using addition and subtraction
- Mentally add within 20
- Mentally subtract within 20

	✓	✓
✓	✓	✓
✓	✓	✓

**Numbers and Operations Base Ten: I can...**

- Understand place value to the hundreds place
- Count, read and write numbers to 1000
- Compare 3-digit numbers using symbols
- Understand addition to 1000 using models
- Understand subtraction to 1000 using models
- Fluently add two-digit numbers
- Fluently subtract two-digit numbers

✓	✓	✓
	✓	✓
	✓	✓
	✓	✓
✓	✓	✓
	✓	✓

**Measurement and Data: I can...**

- Measure and estimate lengths in standard units

		✓
--	--	---

- Solve problems involving length using addition and subtraction
- Tell and write time to the nearest 5 minutes
- Solve problems involving money
- Represent and interpret data

		✓
	✓	✓
	✓	✓
		✓

**Geometry: I can...**

- Recognize and draw shapes having specific characteristics
- Divide circles and rectangles into equal parts

		✓
		✓

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
<b>Actively engaged in learning</b>	<p><b>≥95% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Participate interactively (saying, writing, doing)</li> <li>Show attention by listening (see below) and reacting appropriately</li> </ul>	<p><b>≥80% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Participate interactively (saying, writing, doing)</li> <li>Show attention by listening (see below) and reacting appropriately</li> </ul>	<p><b>≥60% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Participate interactively (saying, writing, doing)</li> <li>Show attention by listening (see below) and reacting appropriately</li> </ul>	<p><b>≤59% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Participate interactively (saying, writing, doing)</li> <li>Show attention by listening (see below) and reacting appropriately</li> </ul>
<b>Respects rights, opinions, and property of others</b>	<p><b>≥95% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Keep my hands and feet to myself</li> <li>Be polite</li> <li>Value others' opinions</li> <li>Use materials appropriately</li> </ul>	<p><b>≥80% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Keep my hands and feet to myself</li> <li>Be polite</li> <li>Value others' opinions</li> <li>Use materials appropriately</li> </ul>	<p><b>≥60% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Keep my hands and feet to myself</li> <li>Be polite</li> <li>Value others' opinions</li> <li>Use materials appropriately</li> </ul>	<p><b>≤59% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Keep my hands and feet to myself</li> <li>Be polite</li> <li>Value others' opinions</li> <li>Use materials appropriately</li> </ul>
<b>Cooperates with others</b>	<p><b>≥95% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Work together in a positive manner for a common purpose</li> <li>Compromise when needed to benefit the task</li> <li>Seek input from others to understand their point of view (e.g., taking turns, sharing, asking questions, listening to the response)</li> </ul>	<p><b>≥80% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Work together in a positive manner for a common purpose</li> <li>Compromise when needed to benefit the task</li> <li>Seek input from others to understand their point of view (e.g., taking turns, asking questions, listening to the response)</li> </ul>	<p><b>≥60% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Work together in a positive manner for a common purpose</li> <li>Compromise when needed to benefit the task</li> <li>Seek input from others to understand their point of view (e.g., taking turns, asking questions, listening to the response)</li> </ul>	<p><b>≤59% of the time, the student can:</b></p> <ul style="list-style-type: none"> <li>Work together in a positive manner for a common purpose</li> <li>Compromise when needed to benefit the task</li> <li>Seek input from others to understand their point of view (e.g., taking turns, asking questions, listening to the response)</li> </ul>
<b>Follows rules and procedures</b>	<p><b>≥95% of the time, the student can follow:</b></p> <ul style="list-style-type: none"> <li>Directions the first time given</li> </ul>	<p><b>≥80% of the time, the student can follow:</b></p> <ul style="list-style-type: none"> <li>Directions the first time given</li> </ul>	<p><b>≥60% of the time, the student can follow:</b></p> <ul style="list-style-type: none"> <li>Directions the first time given</li> </ul>	<p><b>≤59% of the time, the student can follow:</b></p> <ul style="list-style-type: none"> <li>Directions the first time given</li> </ul>

## Learning Skills Rubric

	<ul style="list-style-type: none"> <li>• <i>Class rules</i></li> <li>• <i>School rules</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Class rules</i></li> <li>• <i>School rules</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Class rules</i></li> <li>• <i>School rules</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Class rules</i></li> <li>• <i>School rules</i></li> </ul>
Indicator	Consistently	Usually	Sometimes	Rarely
<b>Completes tasks on time</b>	<p><b>≥95% of the time, the student can complete in a timely manner:</b></p> <ul style="list-style-type: none"> <li>• <i>Assignments</i></li> <li>• <i>Classroom activities</i></li> <li>• <i>Homework</i></li> </ul>	<p><b>≥80% of the time, the student can complete in a timely manner:</b></p> <ul style="list-style-type: none"> <li>• <i>Assignments</i></li> <li>• <i>Classroom activities</i></li> <li>• <i>Homework</i></li> </ul>	<p><b>≥60% of the time, the student can complete in a timely manner:</b></p> <ul style="list-style-type: none"> <li>• <i>Assignments</i></li> <li>• <i>Classroom activities</i></li> <li>• <i>Homework</i></li> </ul>	<p><b>≤59% of the time, the student/ can complete in a timely manner:</b></p> <ul style="list-style-type: none"> <li>• <i>Assignments</i></li> <li>• <i>Classroom activities</i></li> <li>• <i>Homework</i></li> </ul>
<b>Works well independently</b>	<p><b>≥95% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Self monitor for understanding.</i></li> <li>• <i>Ask for help when needed.</i></li> <li>• <i>Work on my own, undistracted</i></li> </ul>	<p><b>≥80% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Self monitor for understanding.</i></li> <li>• <i>Clarify assignment, if needed.</i></li> <li>• <i>Work on my own, undistracted</i></li> </ul>	<p><b>≥60% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Self monitor for understanding.</i></li> <li>• <i>Clarify assignment, if needed.</i></li> <li>• <i>Work on my own, undistracted</i></li> </ul>	<p><b>≤59% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Self monitor for understanding.</i></li> <li>• <i>Clarify assignment, if needed.</i></li> <li>• <i>Work on my own, undistracted</i></li> </ul>
<b>Listens</b>	<p><b>≥95% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Sit up</i></li> <li>• <i>Lean forward</i></li> <li>• <i>Act interested/ask questions</i></li> <li>• <i>Nod/note taking</i></li> <li>• <i>Track the speaker with your eyes</i></li> </ul>	<p><b>≥80% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Sit up</i></li> <li>• <i>Lean forward</i></li> <li>• <i>Act interested/ask questions</i></li> <li>• <i>Nod/note taking</i></li> <li>• <i>Track the speaker with your eyes</i></li> </ul>	<p><b>≥60% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Sit up</i></li> <li>• <i>Lean forward</i></li> <li>• <i>Act interested/ask questions</i></li> <li>• <i>Nod/note taking</i></li> <li>• <i>Track the speaker with your eyes</i></li> </ul>	<p><b>≤59% of the time, I can:</b></p> <ul style="list-style-type: none"> <li>• <i>Sit up</i></li> <li>• <i>Lean forward</i></li> <li>• <i>Act interested/ask questions</i></li> <li>• <i>Nod/note taking</i></li> <li>• <i>Track the speaker with your eyes</i></li> </ul>

## 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.

<p><b>Reading Street Standards Alignment Document:</b></p> <ul style="list-style-type: none"> <li>Alignment of report card standards with skill description for weekly and unit assessments</li> <li>Identifies the number of test questions used to assess the skill.</li> <li>Details the alignment of test question(s) with the skill and standard.</li> </ul>	<p style="text-align: center;"><b>Weekly Test Item Analysis—Grade 3</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <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="5" style="vertical-align: middle;">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 (<i>squ, spl, thr, str</i>)</td> <td>Foundational Skills 3.</td> </tr> <tr> <td rowspan="3">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>Ⓓ 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>	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 ( <i>squ, spl, thr, str</i> )	Foundational Skills 3.	Comprehension	13–15, 19, 20	Ⓒ Author's purpose	Informational Text 6.	16, 18	Fact and opinion, Generalize	Informational Text 1.	17	Ⓓ 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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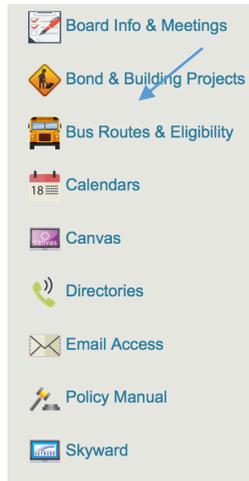
# Canvas Course Access Elementary Standards Based Grading

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@canyonsdistrict.org](mailto:Monica.Lewis@canyonsdistrict.org)

Login: CSD email username and password



## Course Contents

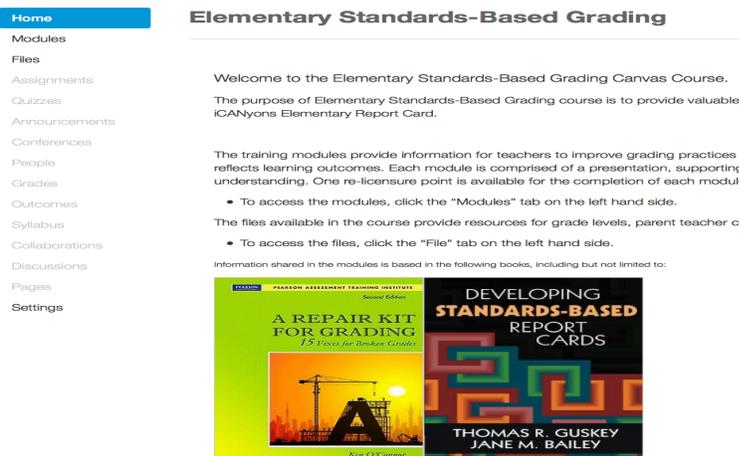
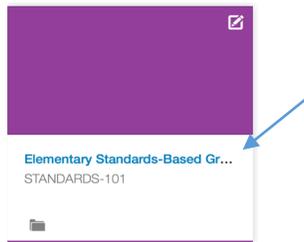
### Modules:

- 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**

## Elementary Standards Based Grading Course



## 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"><li>• adaptations in how a student accesses information and demonstrates learning</li><li>• provided to give students equal access to learning opportunities to demonstrate knowledge</li></ul>	Modifications are: <ul style="list-style-type: none"><li>• adaptations to a curriculum that may alter the grade-level expectations, but does not alter content standards.</li><li>• changes to instructional level, performance criteria, and/or curriculum.</li></ul>
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.

## 2<sup>nd</sup> 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.2.1

### Reading Literature and Informational Texts:

- Ask and answer questions to demonstrate understanding RL.2.1, RI.2.1, SL.2.3
- Identify the main idea RL.2.2, RI.2.2, SL.2.2
- Recognize the structure (e.g., sequence, diagram, captions) RL.2.3, RL.2.5, RL.2.7, RI.2.3, RI.2.5, RI.2.7
- Compare and contrast two individuals, events, stories, or ideas RL.2.6, RL.2.9, RI.2.6, RI.2.9

### Foundational Skills:

- Recognize and apply grade-level phonics in 1-2 syllable words RF.2.3
- Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension RF.2.4, RL.2.10, RI.2.10

### Writing

- Write opinion pieces using reasons W.2.1
- Write informational texts to convey ideas W.2.2
- Write narrative text to recount events W.2.3

### Language

- Use grammar skills when writing or speaking L.2.1, L.2.2
- Apply spelling patterns when writing L.2.2.d
- Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases L.2.4, R.L.2.4, R.I.2.4

## 2<sup>nd</sup> 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.2.1	N/A
Reading Literature and Informational Texts	Ask and answer questions to demonstrate understanding RL.2.1, RI.2.1, SL.2.3	<ul style="list-style-type: none"> <li>• Draw Conclusions/ Make Inferences</li> <li>• Fact and Opinion</li> </ul>
	Identify the main idea RL.2.2, RI.2.2, SL.2.2	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Facts and Details</li> <li>• Theme</li> </ul>
	Recognize the structure (e.g., sequence, diagram, captions) RL.2.3, RL.2.5, RL.2.7, RI.2.3, RI.2.5, RI.2.7	<ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Character</li> <li>• Plot</li> <li>• Sequence</li> <li>• Setting</li> </ul>
	Compare and contrast two individuals, events, stories, or ideas RL.2.6, RL.2.9, RI.2.6, RI.2.9	<ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Compare and Contrast</li> </ul>
Foundational Skills	Recognize and apply grade-level phonics in 1-2 syllable words RF.2.3	<ul style="list-style-type: none"> <li>• High-Frequency Words</li> <li>• Consonant Blends</li> <li>• Consonant Patterns</li> <li>• Digraphs</li> <li>• Vowels</li> <li>• Diphthongs</li> <li>• Syllable Patterns</li> </ul>
	Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension RF.2.4, RL.2.10, RI.2.10	N/A
Writing	Write opinion pieces using reasons W.2.1	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
	Write informational texts to convey ideas W.2.2	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
	Write narrative text to recount events W.2.3	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

Language	Use grammar skills when writing or speaking L.2.1, L.2.2	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Capitalization</li> <li>• Nouns</li> <li>• Possessive Nouns</li> <li>• Pronouns</li> <li>• Punctuation</li> <li>• Sentences</li> <li>• Verbs</li> </ul>
	Apply spelling patterns when writing L.2.2.d	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
	Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases L.2.4, R.L.2.4, R.I.2.4	<ul style="list-style-type: none"> <li>• Comparative Endings</li> <li>• Compound Words</li> <li>• Contractions</li> <li>• Inflected Endings</li> <li>• Plurals</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Antonyms</li> <li>• Words, Unfamiliar</li> <li>• Words, Multiple Meaning</li> </ul>

## 2<sup>nd</sup> 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
<p><b>Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification.</b></p> <p>SL.2.1</p>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>

## 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
<p><b>Ask and answer questions to demonstrate understanding</b></p> <p>RL.2.1, RI.2.1, SL.2.3</p>	<p>To determine mastery on the reading literature and informational text standards, consider the amount of scaffolding the student requires.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• If a student is inconsistent in their skills and at times requires teacher or peer prompting or support at to read and comprehend a grade-level text within the appropriate text complexity band, then the student would achieve a 2.</li> </ul> <p>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.</p>		
<p><b>Identify the main idea</b></p> <p>RL.2.2, RI.2.2, SL.2.2</p>			
<p><b>Recognize the structure (e.g., sequence, diagram, captions)</b></p> <p>RL.2.3, RL.2.5, RL.2.7, RI.2.3, RI.2.5, RI.2.7</p>			

**Compare and contrast two individuals, events, stories, or ideas**

RL.2.6, RL.2.9, RI.2.6, RI.2.9

## 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
<p><b>Recognize and apply grade-level phonics in 1-2 syllable words</b></p> <p>RF.2.3</p>	<p>Read words involving:</p> <ul style="list-style-type: none"> <li>• Short Vowels</li> <li>• Long Vowels (CVCe)</li> <li>• Consonant Blends</li> <li>• Consonant Digraphs</li> <li>• R-Controlled Vowels</li> <li>• Contractions</li> <li>• Plurals</li> </ul>	<p>Read words involving ALL of Term 1, plus:</p> <ul style="list-style-type: none"> <li>• Long Vowels, including vowel teams</li> <li>• Compound Words</li> <li>• Comparative Endings</li> <li>• Syllables C + le, CV, CVC</li> </ul>	<p>Read words involving ALL Term 1 &amp; 2, plus:</p> <ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Silent Consonants</li> <li>• Inflected Endings</li> </ul>
<p><b>Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension.</b></p> <p>RF.2.4, RL.2.10, RI.2.10</p>	<p>Read grade level text fluently with accuracy, rate of 55 wcpm, and expression to support comprehension.</p>	<p>Read grade level text fluently with accuracy, rate of 80 wcpm, and expression to support comprehension.</p>	<p>Read grade level text fluently with accuracy, rate of 92 wcpm, and expression to support comprehension.</p>

## 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
<p><b>Write opinion pieces using reasons</b></p> <p>W.2.1</p>	<p>N/A</p>	<p>Write opinion pieces in which the student can do <b>3</b> of the following:</p> <ul style="list-style-type: none"> <li>• Introduce the topic or book they are writing about</li> <li>• State an opinion</li> <li>• Supply reasons that support the opinion</li> <li>• Use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons</li> <li>• Provide a concluding statement or section.</li> </ul>	<p>Write opinion pieces in which the student can do <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>• Introduce the topic or book they are writing about</li> <li>• State an opinion</li> <li>• Supply reasons that support the opinion</li> <li>• Use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons</li> <li>• Provide a concluding statement or section.</li> </ul>
<p><b>Write informational texts to convey ideas</b></p> <p>W.2.2</p>	<p>Write informative/ explanatory texts in which the student can do <b>2</b> of the following:</p> <ul style="list-style-type: none"> <li>• Introduce a topic</li> <li>• Use facts and definitions to develop points</li> <li>• Provide a concluding statement or section.</li> </ul>	<p>Write informative/ explanatory texts in which the student can do <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>• Introduce a topic</li> <li>• Use facts and definitions to develop points</li> <li>• Provide a concluding statement or section.</li> </ul>	<p>N/A</p>

<p><b>Write narrative text to recount events</b></p> <p>W.2.3</p>	<p>Write narratives in which the student can do <b>2</b> of the following:</p> <ul style="list-style-type: none"> <li>• Recount a well-elaborated event or short sequence of events</li> <li>• Include details to describe actions, thoughts, and feelings</li> <li>• Use temporal words to signal event order</li> <li>• Provide a sense of closure.</li> </ul>	<p>N/A</p>	<p>Write narratives in which the student can do <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>• Recount a well-elaborated event or short sequence of events</li> <li>• Include details to describe actions, thoughts, and feelings</li> <li>• Use temporal words to signal event order</li> <li>• Provide a sense of closure.</li> </ul>
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## 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
<p><b>Use grammar skills when writing or speaking.</b></p> <p>L.2.1, L.2.2</p>	<ul style="list-style-type: none"> <li>• Use collective nouns.</li> <li>• Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>• Use reflexive pronouns (e.g., <i>myself, ourselves</i>)</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently, independently, and legibly write all upper and lowercase letters.</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>).</li> <li>• Produce grade-appropriate text using legible writing.</li> <li>• Understand that cursive is different from manuscript.</li> <li>• Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> <li>• Capitalize holidays, product names, and</li> </ul>

			<p>geographic names.</p> <ul style="list-style-type: none"> <li>• Use commas in greetings and closings of letters.</li> </ul>
<p><b>Apply spelling patterns when writing.</b></p> <p>L.2.2.d</p>	<p>For spelling patterns taught so far:</p> <ul style="list-style-type: none"> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> </ul>	<p>For spelling patterns taught so far:</p> <ul style="list-style-type: none"> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> </ul>	<p>For spelling patterns taught so far:</p> <ul style="list-style-type: none"> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> </ul>
<p><b>Use context clues, prefixes, and roots to determine the meaning of vocabulary words and phrases</b></p> <p>L.2.4, R.L.2.4, R.I.2.4</p>	<ul style="list-style-type: none"> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known prefix is added to a known word.</li> <li>•</li> </ul>

## **Grade 2 Math**

### **Operations and Algebraic Thinking**

- Solve one and two-step word problems within 100 using addition and subtraction 2.OA.1
- Mentally add within 20 2.OA.2
- Mentally subtract within 20 2.OA.2

### **Numbers and Operations Base Ten**

- Understand place value to the hundreds place 2.NBT.1
- Count, read and write numbers to 1000 2.NBT.2 & 3
- Compare 3-digit numbers using symbols 2.NBT.4
- Understand addition to 1000 using models 2.NBT.7
- Understand subtraction to 1000 using models 2.NBT.7
- Fluently add two-digit numbers 2.NBT.5&6
- Fluently subtract two-digit numbers 2.NBT.5&7

### **Measurement and Data**

- Measure and estimate lengths in standard units 2.MD.1-4
- Solve problems involving length using addition and subtraction 2.MD.5
- Tell and write time to the nearest 5 minutes 2.MD.7
- Solve problems involving money 2.MD.8
- Generate, represent, and interpret data with up to four categories using line plots and graphs 2.MD.9&10

### **Geometry**

- Recognize and draw shapes having specific characteristics 2.G.1
- Divide circles and rectangles into equal parts 2.G.2&3

## 2nd 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
<p><b>Solve one and two-step word problems within 100 using addition and subtraction</b></p> <p>2.OA.1</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 2 skills and standards.</li> </ul>
<p><b>Mentally add within 20</b></p> <p>2.OA.2</p>	<ul style="list-style-type: none"> <li>• Fluently add within 10 using mental strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 1 skills and standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently add within 20 using mental strategies. By the end of Grade 2, know from memory all <b>sums</b> of two one-digit numbers.</li> </ul>
<p><b>Mentally subtract within 20</b></p> <p>2.OA.2</p>	<ul style="list-style-type: none"> <li>• Fluently subtract within 10 using mental strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 1 skills and standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently subtract within 20 using mental strategies.</li> </ul>

## Numbers and Operations Base Ten

Standard	Term 1	Term 2	Term 3
<p><b>Understand place value to the hundreds place</b></p> <p>2.NBT.1</p>	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>2. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> </ul>	<ul style="list-style-type: none"> <li>Maintain mastery of Term 1 skills and standards</li> </ul>	<ul style="list-style-type: none"> <li>Maintain mastery of Term 1 &amp; 2 skills and standards</li> </ul>
<p><b>Count, read and write numbers to 1000</b></p> <p>2.NBT.2 &amp; 3</p>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Count within 100; skip-count by 5's, 10s, and 100s.</li> <li>Read and write numbers to 100 using base-ten numerals, number names, and expanded form.</li> </ul>	<ul style="list-style-type: none"> <li>Count within 1000; skip-count by 5s, 10s, and 100s.</li> <li>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</li> </ul>
<p><b>Compare 3-digit numbers using symbols</b></p>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	<ul style="list-style-type: none"> <li>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones</li> </ul>

2.NBT.4			digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
<p><b>Understand addition to 1000 using models</b></p> <p>2.NBT.7</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Add within 100, 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Add and within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding three-digit numbers, one adds hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</li> </ul>
<p><b>Understand subtraction to 1000 using models</b></p> <p>2.NBT.7</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract within 100, 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens,</li> </ul>

			ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
<p><b>Fluently add two-digit numbers</b></p> <p>2.NBT.5&amp;6</p>	<ul style="list-style-type: none"> <li>• Fluently add within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</li> <li>• Add two-digit numbers using strategies based on place value and properties of operations.</li> <li>• Add up to four two-digit numbers using strategies based on place value and properties of operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 1 of skills and standards with.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 1 &amp; 2 skills and standards with fluency.</li> </ul>
<p><b>Fluently subtract two-digit numbers</b></p> <p>2.NBT.5&amp;7</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 2 skills and standards with fluency</li> </ul>

## Measurement and Data

Standard	Term 1	Term 2	Term 3
<p><b>Measure and estimate lengths in standard units</b></p> <p>2.MD.1-4</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</li> <li>• Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</li> <li>• Estimate lengths using units of inches, feet, centimeters, and meters.</li> <li>• Measure to determine how much longer one object is than another, expressing the length</li> </ul>

			difference in terms of a standard length unit.
<p><b>Solve problems involving length using addition and subtraction</b></p> <p>2.MD.5</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</li> </ul>
<p><b>Tell and write time to the nearest 5 minutes</b></p> <p>2.MD.7</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 2 skills and standards</li> </ul>
<p><b>Solve problems involving money</b></p> <p>2.MD.8</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain mastery of Term 2 skills and standards</li> </ul>

<p><b>Generate, represent, and interpret data with up to four categories using line plots and graphs</b></p> <p>2.MD.9&amp;10</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</li> <li>• Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</li> </ul>
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## Geometry

Standard	Term 1	Term 2	Term 3
<p><b>Recognize and draw shapes having specific characteristics</b></p> <p>2.G.1</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</li> </ul>
<p><b>Divide circles and rectangles into equal parts</b></p> <p>2.G.2&amp;3</p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</li> <li>• Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</li> </ul>