

Kindergarten Grade Report Card Map

Term Specific Standards

Report Card Statement	Assessed/Reported	Priority Standard	Supporting Standard
<u>ENGLISH LANGUAGE ARTS</u>			
Literature / Fiction and Informational/Non-Fiction			
Answer questions about what is read	Quarter 2, 3, 4	<p>RL.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.2: With prompting and support, retell familiar stories, including key details.</p>	
Writing/Language			
Use a combination of drawing, dictating, and writing to clearly communicate ideas	Quarters 2,3,4	<p>W.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	
Print upper- and lowercase letters	All Quarters	L.1a Print many upper- and lowercase letters.	

Reading Foundational Skills

Recognize and name all upper- and lowercase letters of the alphabet	All Quarters	RF.1d Recognize and name all upper- and lowercase letters of the alphabet.	
Produce all letter sounds	All Quarters	RF.3a 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.	
Identify vowel sounds in common words	Quarters 2,3, and 4	RF.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
Read grade-level text with purpose and understanding	Quarters 3, 4	RF.4 Read emergent-reader texts with purpose and understanding.	

MATHEMATICS

Operations And Algebraic Thinking

Make a ten from
different partner pairs

Quarter 4

K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. See supporting standards below.

K.CC.2 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)

K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation

K.CC.4a 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.

K.CC.4b - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.NBT.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each

			composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
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Break apart numbers 1-9 into different pairs of partners

Quarter 4

K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. See supporting standards below.

K.CC.2 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)

K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation

K.CC.4a 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.

K.CC.4b - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.NBT.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each

composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

<p>Counts, writes and understands numbers 1-5</p>	<p>Quarter 1</p>	<p>K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. See supporting standards below. K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p>	<p>4.CC.4a 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. K.CC.4b - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
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<p>Counts, writes and understands numbers 1-10</p>	<p>Quarter 2</p>	<p>K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. See supporting standards below. K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p>	<p>K.CC.4a 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. K.CC.4b - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
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<p>Counts, writes and understands numbers 1-20</p>	<p>Quarters 3,4</p>	<p>K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. See supporting standards below. K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1)</p>	<p>K.CC.4a 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. K.CC.4b - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>
<p>Measurement and Data</p>			
<p>Directly compare two objects (i.e more/less; taller/shorter)</p>	<p>Quarter 3</p>	<p>K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.</p>	
<p>Geometry</p>			

Analyze and compare two- and three-dimensional shapes	Quarter 3	K.G.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	K.G.2 - Correctly name shapes regardless of their orientations or overall size.
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Year-Long Standards

ENGLISH LANGUAGE ARTS

Read common high-frequency words by sight	Year-Long Focus	RF.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	
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MATHEMATICS

Count to 100 by ones and by tens	Year-Long Focus	K.CC.1 - Count to 100 by ones and by tens.	
Count forward starting at a number other than 1	Year-Long Focus	K.CC.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1)	

1st Grade Report Card Map

Term Specific Standards

<i>Report Card Statement</i>	<i>Assessed/Reported</i>	<i>Priority Standard</i>	<i>Supporting Standard</i>
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ENGLISH LANGUAGE ARTS

Literature / Fiction

Retell key ideas and details	Quarter 2	RL 1.3 Describe characters, settings, and major events in a story, using key details.	RL 1.1 Ask and answer questions about key details in a text. RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	Quarter 3	RL 1.1 Ask and answer questions about key details in a text.	RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL 1.3 Describe characters, settings, and major events in a story, using key details
	Quarter 4	RL 1.1 Ask and answer questions about key details in a text.	RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL 1.3 Describe characters, settings, and major events in a story, using key details
Informational/Non-Fiction			
Retell key ideas and details	Quarter 2	RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 1.1 Ask and answer questions about key details in a text.
	Quarter 3	RI 1.2 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI 1.1 Ask and answer questions about key details in a text.

		RI 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Writing/Language			
Construct an organized piece of writing using grade-level conventions and ideas	Quarter 1	W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	L 1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Quarter 2 Quarter 3	W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
	Quarter 4	W 1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
Print all upper- and lowercase letters.	All Quarters	L 1.1a Print all upper- and lowercase letters.	
Reading Foundational Skills			
Recognize features of a sentence	All Quarters	RF 1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
Pronounce beginning middle and end sounds	All Quarters	RF 1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	

Decode regularly spelled 1-syllable words	All Quarters	RF 1.3b Decode regularly spelled one-syllable words.	
Recognize and read grade appropriate irregularly spelled words	All Quarters	RF 1.3g Recognize and read grade-appropriate irregularly spelled words.	

MATHEMATICS

Operations And Algebraic Thinking

Can solve for unknown numbers up to a 2-digit number	All Quarters	<p>1.OA.3- Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>*(only Q2) 1.OA.7- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.8-Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	1.OA.4- Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
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Numbers and Operations Base Ten

Count to 120 starting at any number	Quarter 3 Quarter 4	1.NBT.1- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
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<p>Understand place value of tens and ones</p>	<p>Quarter 3 Quarter 4</p>	<p>1.NBT.2- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 1.NBT.2.A- 10 can be thought of as a bundle of ten ones — called a "ten." 1.NBT.2.B- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 1.NBT.2.C- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	
<p>Use models and drawings to add one and two-digit numbers within 100</p>	<p>Quarter 3 Quarter 4</p>	<p>1.NBT.4- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p>	<p>1.NBT.3- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. 1.NBT.6- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p>Measurement and Data</p>			

Tell and write time in hours and half-hours using analog and digital clocks	Quarter 4	1.MD.3 -Tell and write time in hours and half-hours using analog and digital clocks.	
Compare two fractions with different numerators and different denominators	Quarter 4	4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	

Geometry

Use two-dimensional shapes or three-dimensional shapes to create new shapes	Quarter 4	1.G.2 -Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1.G.1- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
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Year-Long Standards

ENGLISH LANGUAGE ARTS

Read grade-level material fluently	Year-Long Focus	RL 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
		RI 1.10 With prompting and support, read informational texts appropriately complex for grade 1	
Determine the meaning of unknown vocabulary words	Year-Long Focus	RI 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. L 1.4 Use sentence-level context as a clue to the meaning of a word or phrase.	

MATHEMATICS

Add and subtract within 20 using multiple strategies	Year-Long Focus	<p>1.OA.1- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.6- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p>	<p>1.OA.2- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
Apply properties to add and subtract	Year-Long Focus	<p>1.OA.3- Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p>	

2nd Grade Report Card Map

Term Specific Standards

<i>Report Card Statement</i>	<i>Assessed/Reported</i>	<i>Priority Standard</i>	<i>Supporting Standard</i>
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ENGLISH LANGUAGE ARTS

Literature / Fiction

Describe key ideas and details of a fictional text	Quarter 1	<p>RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p>	RL7: 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.
	Quarter 3	RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
Compare and contrast key ideas of multiple fictional texts	Quarter 1 Quarter 4	<p>RL 2.7 Use information gained from the illustrations and words in a text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	
Informational/Non-Fiction			
Describe key ideas and details of a non-fiction text	Quarter 1 Quarter 3	<p>RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	
Compare and contrast key ideas of multiple non-fictional texts	Quarter 2 Quarter 4	<p>RI.6, RI.7, & RI.9</p> <p>RI 2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	
Writing/Language			

<p>Construct an organized piece of writing using grade-level conventions and ideas</p>	<p>Quarter 1-4 - based on specific type of writing on Unit Pacing Guide - Use the rubrics on Haiku</p>	<p>W1:Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W2:Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W3:Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5: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 W6:With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Participate in research projects to build and present knowledge</p>	<p>Quarter 2 and 4</p>	<p>W7:Conduct short research projects that build knowledge through investigation of different aspects of a topic W8: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. W8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

MATHEMATICS

Operations And Algebraic Thinking

Determine if a group of objects has an even or odd number of items	Quarter 1 Quarter 4	2.OA.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.	
Numbers and Operations Base Ten			
Compare 2 two-digit numbers	Quarter 2		2.NBT.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. See supporting standards below.
Compare 2 three-digit numbers	Quarter 4	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.	2.NBT.1a - 100 can be thought of as a bundle of ten tens — called a "hundred." 2.NBT.1b - 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).
Explain addition and subtraction strategies	Quarter 4	2.NBT.9 - Explain why addition and subtraction strategies work, using place value and the properties of operations.	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.
Measurement and Data			
Measure the length of objects in two different units and describe how they relate to each other	Quarter 2	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.	2.MD.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.3 - Estimate lengths

			using units of inches, feet, centimeters, and meters.
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Quarter 3	2.MD.7 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
Draw a picture graph and a bar graph and use data to solve problems	Quarter 3	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 compare problems using information presented in a bar graph.	
Represent whole-number sums and differences within 100 on a number line	Quarter 4	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.	
Geometry			
Divide and describe the whole as two halves, three thirds, four fourths and recognize that equal shares of identical wholes are not always the same shape.	Quarter 4	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.	2.G.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. 2.G.2 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Year-Long Standards

ENGLISH LANGUAGE ARTS

Use evidence from the text to make inferences	Year-Long Focus	RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Read grade-level material fluently to support comprehension	Year-Long Focus	RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. RF4: Read with sufficient accuracy and fluency to support comprehension.	
Determine the meaning of unknown vocabulary words	Year-Long Focus	RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L6: 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).	

MATHEMATICS

Use addition and subtraction within 100 to solve one- and two-step word problems	Year-Long Focus	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2.OA.2 - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Add and subtract within 1000	Year-Long Focus	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.	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.
Understand place value up to hundreds	Year-Long Focus	2.NBT.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: 2.NBT.1a - 100 can be thought of as a bundle of ten tens — called a "hundred." 2.NBT.1b - 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.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.
Solve word problems involving money	Year-Long Focus	2.MD.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.	2.NBT.2 - Count within 1000; skip-count by 5s, 10s, and 100s.

3rd Grade Report Card Map

Term Specific Standards

Report Card Statement	Assessed/Reported	Priority Standard	Supporting Standard
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ENGLISH LANGUAGE ARTS

Literature / Fiction

Describe key ideas and details of a fictional text	Quarter 1 and 2	<p>RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p>
Compare and contrast key ideas of multiple texts	Quarter 2 and 4	<p>RL9: 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)</p>	<p>RL5: 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.</p>

Informational/Non-Fiction

Determine the main idea of a text	Quarters 1,2 and 4	<p>RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RI6: Distinguish their own point of view from that of the author of a text.</p>
Compare and contrast key ideas of multiple texts	Quarter 3 and 4	<p>RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>

Writing/Language

<p>Construct an organized piece of writing using grade-level conventions and ideas</p>	<p>Quarter 1-4 - based on specific type of writing on Unit Pacing Guide - Use the rubrics on Haiku</p>	<p>W1:Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W2:Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W3:Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W4: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.)</p> <p>W5: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</p> <p>W6:With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W10: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.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Participate in research projects to build and present knowledge</p>	<p>Quarter 2 and 4</p>	<p>W7:Conduct short research projects that build knowledge about a topic.</p> <p>W8: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.</p> <p>W10: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.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

MATHEMATICS

Operations And Algebraic Thinking			
Applies properties to multiply and divide	Quarter 1 Quarter 2	<p>3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division.</p>	<p>3.OA.1 Interpret products of whole numbers as the number of objects in each group. 3.OA.2 Interpret whole-number quotients of whole numbers as the number of objects in each share.</p> <p>3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three numbers.</p> <p>3.OA.6 Understand division as an unknown factor problem.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>
Numbers and Operations Base Ten			
Use place value understanding to round whole numbers to the nearest 10 or 100	Quarter 3	This does not come from a priority standard from this grade level but is a skill that is very important for students to know going forward. Therefore, it is a report card standard.	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
Measurement and Data			
Tell and write time to the nearest minute and measure time intervals in minutes	Quarter 2	3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	
Create and analyze picture and bar graphs	Quarter 2	3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	

Solve real-world problems using area and perimeter of rectangles	Quarter 4	<p>3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>3.MD.7 Relate area to the operations of multiplication and addition. (See examples a-d)</p>	3.MD.7 Relate area to the operations of multiplication and addition.
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Numbers and Operations Fractions

Understand fractions as part of a whole	Quarter 3	3.NF.1 Understand a fraction $1/b$ as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of $1/b$.	
Represent fractions on a number line diagram	Quarter 3	3.NF.2 Understand a fraction as a number on a number line; represent fractions on a number line diagram.	
Compare fractions	Quarter 3	3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	

Geometry

Categorize quadrilaterals based on their characteristics	Quarter 4	<p>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
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Year-Long Standards

ENGLISH LANGUAGE ARTS

<p>Demonstrate understanding of a text by citing evidence</p>	<p>Year-Long Focus</p>	<p>RL1:Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI1:Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	
<p>Read grade-level material fluently to support comprehension</p>	<p>Year-Long Focus</p>	<p>RL10:By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. RI10:By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently RF4:Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF3:Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Determine the meaning of unknown vocabulary words</p>	<p>Year-Long Focus</p>	<p>RL4:Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RI4:Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. L4:Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L5:Demonstrate understanding of word relationships and nuances in word meanings L6:Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships</p>	

MATHEMATICS

Use multiplication within 100 to solve word problems	Year-Long Focus	3.OA.3 Use multiplication and division within 100 to solve word problems in situations equal groups, arrays, and measurement quantities.	3.OA.8 Solve two-step story problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Add and subtract within 1000 abstractly	Year-Long Focus	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.	

4th Grade Report Card Map

Term Specific Standards

<i>Report Card Statement</i>	<i>Assessed/Reported</i>	<i>Priority Standard</i>	<i>Supporting Standard</i>
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ENGLISH LANGUAGE ARTS

Literature / Fiction

Describe key ideas and details of a fictional text	ALL 4 Quarters: Quarter 1 and 4 (RL2) Quarter 2 and 3 (RL3)	RL 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text RL3: 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).	RL7: 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.
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Compare and contrast key ideas of multiple fictional texts	Quarter 2 and 4	<p>RL 5: Explain major differences between poems, drama, and 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.</p> <p>RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	
Informational/Non-Fiction			
Summarize the text using key ideas and details	Quarter 2 and 4	<p>RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI3: (QUARTER 4) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	RI8: Explain how an author uses reasons and evidence to support particular points in a text.
Compare and contrast key ideas of multiple non-fictional texts	Quarter 1-3	<p>RI5: (Quarters 1 and 3) 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.</p> <p>RI7: (Quarter 1) 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.</p> <p>RI6: (Quarter 2) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI9: (Quarter 3) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
Writing/Language			

<p>Construct an organized piece of writing using grade-level conventions and ideas</p>	<p>Quarter 1-4 - based on specific type of writing on Unit Pacing Guide - Use the rubrics on Haiku</p>	<p>W1:Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W2:Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W3:Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W4: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.)</p> <p>W5: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</p> <p>W6:With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>W10: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.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Participate in research projects to build and present knowledge</p>	<p>Quarter 2 and 4</p>	<p>W7:Conduct short research projects that build knowledge through investigation of different aspects of a topic</p> <p>W8: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.</p> <p>W9:Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: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.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

MATHEMATICS

Operations And Algebraic Thinking

Use multiplication and division to solve word problems	Quarters 2 and 3	4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison	
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Numbers and Operations Base Ten

Use place value to round multi-digit numbers	Quarters 1 and 2	4.OA.3: Use place value understanding to round multi-digit whole numbers to any place 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	
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Multiply a four-digit number by a one-digit number, and multiply 2 two-digit numbers	Quarter 2	4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right 4.NBT. 5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
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Divide four-digit numbers by one-digit numbers with remainders	Quarter 2	4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
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Measurment and Data

<p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money</p>	<p>Quarter 3</p>	<p>4.MD.2:Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p>
<p>Numbers and Operations Fractions</p>			
<p>Add and subtract fractions</p>	<p>Quarter 3</p>	<p>4.NF.3: (A) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (C) Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (D) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem</p>	
<p>Multiply fractions</p>	<p>Quarter 3</p>	<p>4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	

Recognize and generate equivalent fractions	Quarter 4	<p>4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	
Compare two fractions with different numerators and different denominators	Quarter 4	<p>4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	
Geometry			
Categorize two-dimensional shapes based on lines and angles	Quarter 4	<p>4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures</p>
Solve addition and subtraction problems to find unknown angles	Quarter 4	<p>4.MD.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	

Year-Long Standards

ENGLISH LANGUAGE ARTS

Use evidence from the text to make inferences	Year-Long Focus	RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
Read grade-level material fluently to support comprehension	Year-Long Focus	RI10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. RF4: Read with sufficient accuracy and fluency to support comprehension.	

Determine the meaning of unknown vocabulary words	Year-Long Focus	<p>RI.4:Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RI.4:Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>L.4:Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6: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).</p>	
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MATHEMATICS

Solve multi-step word problems using all operations	Year-Long Focus	<p>4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>
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5th Grade Report Card Map

Term Specific Standards

Report Card Statement	Assessed/Reported	Priority Standard	Supporting Standard
<u>ENGLISH LANGUAGE ARTS</u>			
Literature / Fiction			
Describe key ideas and details of a fictional text	Quarters 2 & 4	RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL7: 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).
Compare and contrast key ideas of multiple fictional texts	Quarter 1, 2 and 3	RL3: (Quarter 1 and 3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL9: (Quarter 2) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
Informational/Non-Fiction			
Summarize the text using key ideas and details	Quarter 2	RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
Compare and contrast key ideas of multiple non-fictional texts	Quarter 4	RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text. RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Writing/Language			

<p>Construct an organized piece of writing using grade-level conventions and ideas</p>	<p>Quarter 1-4 - based on specific type of writing on Unit Pacing Guide - Use the rubrics on Haiku</p>	<p>W1:Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W3:Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W4:Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W5:With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W6:With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W10: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.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L6: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).</p>
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Participate in shared research projects to build and present knowledge	Quarter 2 and 4	<p>W4:Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W5:With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W6:With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W7:Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W8: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.</p> <p>W9:Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: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.</p>	<p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>L3:Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L6: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).</p>
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MATHEMATICS

Operations and Algebraic Thinking			
Generate number patterns for graphing	Quarter 4	5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from two patterns, and graph the ordered pairs on a coordinate plane.	
Numbers and Operations Base Ten			
Read, write, and compare decimals to the thousandths	Quarter 2	5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.3 Read, write, and compare decimals to thousandths.	

Divide multi-digit numbers with remainders	Quarter 3	<p>5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	
Measurement and Data			
Solve real world and mathematical problems involving volume	Quarter 4	<p>5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p>	<p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>
Numbers and Operations Fractions			
Add and subtract fractions with unlike denominators	Quarter 1	<p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators</p>	
Solve word problems involving addition and subtraction of fractions	Quarter 1	<p>5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p>	

Multiply a fraction or whole number by a fraction	Quarter 2	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
Divide a fraction or whole number by a fraction	Quarter 2	5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	
Solve real world problems involving addition, subtraction, multiplication, and division of fractions	Quarters 2 and 4	5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. 5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	5.NF.5: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Geometry			
Represent and interpret real world problems by graphing points	Quarter 4	5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation	5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Year-Long Standards			
<u>ENGLISH LANGUAGE ARTS</u>			
Use evidence from the text to make inferences	Year-Long Focus	RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	

<p>Read grade-level material fluently to support comprehension</p>	<p>Year-Long Focus</p>	<p>RI.10:By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>RI.10:By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>RF.4:Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>Determine the meaning of unknown vocabulary words</p>	<p>Year-Long Focus</p>	<p>RI.4:Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RI.4:Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>L.4:Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6: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).</p>	
<h2><u>MATHEMATICS</u></h2>			
<p>Add, subtract, multiply, and divide decimals to the hundredths</p>	<p>Year-Long Focus</p>	<p>5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	