

ESSENTIAL SKILLS UNIT 1

Units	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
1 - MATH	<p>K.CC.A.1 Count to 25 (100 by end of year) by ones, fives (end of 4th), and tens (end of 3rd).</p> <p>(not assessed)</p> <p>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects:</p> <ul style="list-style-type: none"> • Say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence). • Understand that the last number said tells the number of objects counted. • Understand that each successive number refers to a quantity that is one larger. 	<p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as:</p> <ul style="list-style-type: none"> • Counting on • Making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$) • Decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 1 - 1 = 10 - 1 = 9$) • Using the relationship between addition & subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) • Creating equivalent but easier or known 	<p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p>2.MD.B.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 solve addition and subtraction problems within 100 on the number line diagram.</p> <p>2.OA.A.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. • Represent a strategy with a</p>	<p>3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.NBT.A.4 Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones (e.g., 7,706 can be portrayed in a variety of ways according to place value strategies). Understand the following as special cases:</p> <ul style="list-style-type: none"> •1,000 can be thought of as a group of ten hundreds---called a thousand. •The numbers 1,000, 2,000, 3,000, 4,000, 5,000, 6,000, 7,000, 8,000, 9,000 	<p>4.NBT.A.2</p> <ul style="list-style-type: none"> • Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. • Compare two multi-digit numbers based on meanings of the digits in each place, using symbols ($>$, $=$, $<$) to record the results of comparisons. <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.B.4 Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm.</p>	<p>5.NBT.B.5 Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm.</p> <p>5.NBT.B.6 •Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on:</p> <ul style="list-style-type: none"> o Place value o The properties of operations o Divisibility rules; and/or o The relationship between multiplication and division <p>•Illustrate and explain calculations by using equations, rectangular arrays, and/or area models</p>	<p>6.NS.A.1</p> <ul style="list-style-type: none"> • Interpret and compute quotients of fractions • Solve word problems involving division of fractions by fractions (e.g., by using various strategies, including but not limited to, visual fraction models and equations to represent the problem). <p>6.NS.B.3 Use computational fluency to add, subtract, multiply, and divide multi-digit decimals and fractions using a standard algorithm for each operation.</p>

		<p>sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)</p> <p>1.MD.B.4 Identify and know the value of a penny, nickel, dime, and quarter</p> <p>1.MD.B.5 Count collections of like coins (pennies, nickels, dimes)</p>	<p>related equation including a symbol for the unknown number.</p> <p>2.OA.B.2</p> <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. • By the end of Grade 2, know from memory all sums of two one-digit numbers. 	<p>refer to one, two, three, four, five, six, seven, eight, or nine thousands.</p>			
1 - LITERACY	<p>RF.K.1.D- Recognize and name 13+ (first quarter) (all by end of year) upper- and lowercase letters of the alphabet.</p> <p>RF.K.2.A- Recognize and produce rhyming words orally.</p> <p>RF.K.3.C- Read 4+ (first quarter) common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.</p>	<p>L.1.1.B Use common, proper, and singular possessive nouns.</p> <p>1.RF.1a Recognize distinguishing features of a sentence (first word, capitalization, ending punctuation).</p> <p>W.1.3- Write narratives which recount 2 or more sequenced events, include some details, use temporal words, and provide sense of closure.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p>	<p>RF.2.2.B Delete phonemes in the initial, medial, and final positions of spoken words including blends</p> <p>R.F.2.3.A Identify words with inconsistent but common letter-sound correspondences</p> <p>W.2.3- 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.</p> <p>W.2.8 Recall</p>	<p>RL.3.2- 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>RL.3.3- Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events</p> <p>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related</p>	<p>RL.4.2- Examine a grade-appropriate literary text</p> <ul style="list-style-type: none"> • Provide a summary. • 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 and how the speaker in a poem reflects upon a topic. <p>RI.4.2- Examine a grade-appropriate informational text.</p> <ul style="list-style-type: none"> • Provide a summary. • Determine the main idea of a text and explain how it is supported by key details. <p>W.4.3- Write narratives to</p>	<p>RL.5.2- Examine a grade-appropriate literary text</p> <ul style="list-style-type: none"> • Provide a summary. • 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 and how the speaker in a poem reflects upon a topic. <p>RL.5.9- Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>W.5.3- Write narratives to develop real or imagined experiences or</p>	<p>RL.6.2- Examine a grade-appropriate literary text.</p> <ul style="list-style-type: none"> • Provide an objective summary. • Determine a theme of a text and how it is conveyed through particular details. <p>RL.6.7 Compare and contrast the experience of reading a story to listening to or viewing a video version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>W.6.3- Write narratives to develop real or imagined</p>

	<p>W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the 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>information from experiences or gather information from provided sources to answer a question.</p>	<p>information; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.</p>	<p>develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that reflects on the narrated experiences or events.</p>
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ESSENTIAL SKILLS Unit 2

Units	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2 - MATH	<p>K.CC.A.1 Count to 50 (100 by end of year) by ones, fives (4th quarter), and tens(3rd quarter).</p> <p>K.CC.A.3 Read, write, and represent numerals from 0 to 10 (20 by end of 3rd quarter).</p> <p>K.CC.C.6 Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10. For example, use matching and counting strategies to compare values</p> <p>K.G.A.2 Correctly name 2D shapes regardless of their orientations or overall size. (square, rectangle, hexagon, triangle, circle)</p> <p>K.OA.A.4 Find the number that makes 10 when</p>	<p>1.NBT.B.2 Place Value (tens and ones) 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <ul style="list-style-type: none"> • 10 can be thought of as a bundle of ten ones — called a "ten." • The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones </p> <p>1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as: <ul style="list-style-type: none"> • Counting on </p>	<p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p>2.OA.A.1 <ul style="list-style-type: none"> • 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. • Represent a strategy with a related equation including a symbol for the unknown number. </p> <p>2.OA.B.2 <ul style="list-style-type: none"> • Fluently add and subtract within 20 using mental strategies. • By the end of Grade 2, know from memory all sums of two one-digit numbers. </p>	<p>3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. For example: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (Commutative property of multiplication). $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (Associative property of multiplication). Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5)$</p>	<p>4.NBT.B.5 <ul style="list-style-type: none"> • 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. </p> <p>4.OA.A.3 <ul style="list-style-type: none"> • 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 </p>	<p>5.NBT.A.3 Read, write, and compare decimals to thousandths. <ul style="list-style-type: none"> • Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s). • Compare two decimals to thousandths based on the value of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. </p> <p>5.NBT.A.4 Apply place value understanding to round decimals to any place.</p> <p>5.NBT.B.5 Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm.</p> <p>5.NBT.B.7 Perform basic operations on decimals to the hundredths place.</p>	<p>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>6.EE.A.2 Write, read, and evaluate expressions in which letters (variables) stand for numbers.</p> <p>6.EE.A.3 Apply the properties of operations to generate equivalent expressions.</p>

	<p>added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation. Note: Use of different manipulatives such as ten-frames, cubes, or two-color counters, assists students in visualizing these number</p>	<ul style="list-style-type: none"> • 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 & subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) • Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) 	<p>2.MD.B.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 solve addition and subtraction problems within 100 on the number line diagram.</p> <p>**Rounding - no standard but 3rd grade wants this taught**</p>	<p>$(8 \times 2) = 40 + 16 = 56$ (Distributive property).</p> <p>3.OA.C.7 • Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, automatically (fact fluency) recall all products of two one-digit numbers.</p>	<p>and estimation strategies including rounding.</p> <p>4.OA.B.4 • Find all factor pairs for a whole number in the range 1-100. • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. • Determine whether a given whole number in the range 1-100 is prime or composite.</p> <p>4.OA.C.5 • Generate a number or shape pattern that follows a given rule. • Identify apparent features of the pattern that were not explicit in the rule itself.</p>	<ul style="list-style-type: none"> • Add and subtract 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. • 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 multiplication and division. 	
<p>2 - LITERACY</p>	<p>RF.K.1.D- Recognize and name all upper- and lowercase letters of the alphabet.FSPS Report Card: 26 letters</p> <p>RF.K.2.A- Recognize and produce rhyming words orally .FSPS</p>	<p>RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.</p> <p>RF.1.2.C Isolate and produce initial, medial vowel, and final sounds</p>	<p>RL.2.5 Describe how the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.2- Recount stories, including</p>	<p>RL.3.2- 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>RL.4.3 Describe in depth a character, setting, or events in a story or drama, drawing on specific details.</p> <p>RL.4.6 Compare and contrast the point of view from which different stories are narrated,</p>	<p>RL.5.3 Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view and/or</p>	<p>RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.6 Explain how an author</p>

<p>Report Card: produce rhymes orally</p> <p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.FSPS Report Card: setting</p> <p>RF.K.2.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/.) FSPS Report Card: beginning sounds</p> <p>RF.K.3.A- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant. FSPS Report Card: 7 consonant sounds</p> <p>RF.K.3.C- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do,</p>	<p>(phonemes) in spoken one-syllable words.</p> <p>RF.1.3.A Know the letter/sound correspondence for common consonant digraphs (th, sh, ch, ck)</p> <p>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.</p>	<p>fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>W.2.2- Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.2.C -Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>RL.3.3- Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events</p> <p>RI.3.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3- 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> <p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>including the difference between first- and third-person narrations.</p> <p>RI.4.2 Examine a grade-appropriate informational text. *Provide a summary. *Determine the main idea of a text and explain how it is supported by key details.</p> <p>W.4.1- Write opinion pieces on topics or texts, supporting the opinion with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts and details. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Begins in Grade 6. E. Provide a concluding statement or section related to the</p>	<p>perspective influence how events are described.</p> <p>RI.5.2- Examine a grade-appropriate informational text. ● Provide a summary. ● Determine the main idea of a text and explain how it is supported by key details.</p> <p>W.5.1- Write opinion pieces on topics or texts, supporting the opinion with reasons and information. A. 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. B. Provide logically ordered reasons that are supported by facts and details. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Begins in Grade 6. E. Provide a concluding</p>	<p>develops the point of view and/or perspective of the narrator or speaker in a text.</p> <p>RI.6.2- Details: Examine a grade-appropriate informational text. ●Provide an objective summary. ●Determine a central idea and how it is conveyed through particular details.</p> <p>W.6.1- Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal style. E. Provide a concluding</p>
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	<p>does). FSPS Report Card: 9+ words</p> <p>RF.K.4- Read grade-appropriate texts with purpose and understanding.FSPS Report Card: level 1 or 2</p> <p>W.K.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>L.K.2.A- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2.D- Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <ul style="list-style-type: none"> • Spell consonant-vowel-consonant (CVC) words correctly. • Spell words phonetically, drawing on knowledge of sound-letter relationships. 			<p>B. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Begins in Grade 4.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>ONGOING STANDARDS</p> <p>RL 3.1 Ask and answer questions in literature</p> <p>RI 3.1 Ask and answer questions in information text</p> <p>RF 3.4b Read grade level texts</p>	<p>opinion presented.</p>	<p>statement or section related to the opinion presented.</p> <p>SL.5.4- Report on a topic or text or present an opinion to support main ideas or themes.</p> <ul style="list-style-type: none"> • Sequencing ideas logically. • Use appropriate facts. • Use relevant, descriptive details. • Speaking clearly at an understandable pace. 	<p>statement or section that follows from the argument presented.</p> <p>SL.6.4- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
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ESSENTIAL SKILLS Unit 3

Units	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
3 - MATH	<p>K.CC.A.1 Count to 100 by ones, fives, and tens.</p> <p>K.CC.A.3 Read, write, and represent numerals from 0 to 20.</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.OA.A.1 Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., $2+3$), or equations (e.g., $2+3 = ?$).</p>	<p>1.OA.A.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). B. Add to: Change Unknown ($2 + ? = 5$) E. Take from: Change Unknown ($5 - ? = 3$) H. Put together/Take apart: Addend unknown ($3 + ? = 5$, $5 - 3 = ?$) I. Put together/Take apart: Both addends unknown ($5 = 1 + 4$, $5 = 4 + 1$)</p> <p>1.OA.A.2 Solve word problems that call</p>	<p>2.OA.B.2 • Fluently add and subtract within 20 using mental strategies. • By the end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations</p> <p>2.OA.A.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. • Represent a strategy with a related equation including a symbol for the unknown number.</p>	<p>3.OA.C.7 • Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. • By the end of Grade 3, automatically (fact fluency) recall all products of two one-digit numbers.</p> <p>3.OA.D.8 Solve two-step word 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.</p>	<p>4.NF.A.1 • By using visual fraction models, explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ 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.A.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</p>	<p>5.NF.A.1 Efficiently, accurately and with some degree of flexibility add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators.</p> <p>5.NF.A.2 • Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. For example: Use 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. For example: Recognize an incorrect result $2/5 + 1/2 = 3/7$, by</p>	<p>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p>6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p>

		<p>for addition of three whole numbers whose sum is less than or equal to 20</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as:</p> <ul style="list-style-type: none"> • 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 & subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) • Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) 	<p>**Rounding - no standard but 3rd grade wants this taught**</p>	<p>ONGOING: 3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>symbols ($>$, $=$, $<$), and justify the conclusions (e.g., by using a visual fraction model).</p> <p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ (e.g., $3/8 = 1/8 + 1/8 + 1/8$).</p> <ul style="list-style-type: none"> • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions (e.g., by using a visual fraction model) (e.g., $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/8 = 1/8 + 1/8$; $1/8 = 1/8$). • Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each number with 	<p>observing that $3/7 < 1/2$.</p>	
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					<p>an equivalent fraction).</p> <ul style="list-style-type: none"> • 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). 		
3 - LITERACY	<p>RL.K.3- With prompting and support, identify characters, settings, and major events in a story.FSPS Report Card: major events</p> <p>RF.K.1.D- Recognize and name all upper- and lowercase letters of the alphabet.FSPS Report Card: 40 letters</p> <p>RF.K.2.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/.) FSPS Report Card: final sounds</p> <p>RF.K.3.A- Demonstrate basic knowledge of</p>	<p>RL.1.6- Identify who is telling the story at various points in a text.</p> <p>RI.1.7- Use the illustrations and details in a text to describe its key ideas.</p> <p>RF.1.3.B- Know the letter/sound correspondences.</p> <ul style="list-style-type: none"> • silent e (e.g., a-e, e-e, i-e, o-e, u-e) • vowel teams • vowel digraph (e.g., ee, oo, ai, ay, ea) <p>RF.1.3.D- Read words with inflectional endings.</p> <p>RF.1.3.E- Decode regularly spelled one-syllable words that follow syllable types:</p> <ul style="list-style-type: none"> • closed syllable • open syllable • vowel-C-e • vowel teams • r-controlled 	<p>RL 2.5 Describe how the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6- Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RF.2.3C - Recognize and read grade appropriate irregularly spelled words.</p> <p>W.2.1- Write opinion pieces in which they introduce the topic</p>	<p>R.L. 3.9 compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in book from a series)</p> <p>R.I 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.</p>	<p>RL.4.3- 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).</p> <p>RI.4.3- 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> <p>W.4.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information</p>	<p>RL.5.6- Describe how a narrator's or speaker's point of view and/or perspective influence how events are described.</p> <p>RI.5.6- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view and/or perspective they represent.</p> <p>W.5.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly, provide a general observation and focus, and group related information</p>	<p>RL.6.6- Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.</p> <p>RI.6.6- Determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.</p> <p>W.6.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic; organize ideas, concepts, and information, using</p>

<p>one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant. FSPS Report Card: 14 consonants sounds and 5 short vowel sounds</p> <p>RF.K.3.C- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). FSPS Report Card: 19+ words</p> <p>RF.K.4- Read grade-appropriate texts with purpose and understanding. FSPS Report Card: level 3</p> <p>W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are writing about and supply some information about the topic.</p> <p>L.K.2.A- Capitalize the first word in a sentence and the pronoun I.</p> <p>L.K.2.D- Write a letter or letters for most consonant and short-vowel sounds</p>	<ul style="list-style-type: none"> • consonant-le <p>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</p>	<p>or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1.H- Produce, expand, and rearrange complete simple sentences (e.g., The boy watched the movie; the little boy watched the movie; in the afternoon, the little boy watched the movie.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud, information presented, orally, or through other media.</p>	<p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p> <p>SL.3.5 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 and details.</p> <p>ONGOING STANDARDS</p> <p>RL 3.1 Ask and answer questions in literature</p> <p>RI 3.1 Ask and answer questions in information text</p> <p>RF 3.4b Read grade level texts</p>	<p>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific words to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p> <p>SL.5.4- Report on a topic or text or present an opinion to support main ideas or themes.</p> <ul style="list-style-type: none"> • Sequencing ideas logically. • Use appropriate facts. • Use relevant, 	<p>logically; include text features when useful to enhance comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific words to inform about or explain the topic. experiences and events precisely.</p> <p>F. Provide a concluding statement or section related to the information or explanation presented.</p> <p>SL.5.4- Report on a topic or text or present an opinion to support main ideas or themes.</p> <ul style="list-style-type: none"> • Sequencing ideas logically. • Use appropriate facts. • Use relevant, descriptive details. • Speaking clearly 	<p>strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</p> <p>C. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</p> <p>D. Use precise language and domain-specific words to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>SL.6.4- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate</p>
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	<p>(phonemes).</p> <ul style="list-style-type: none">• Spell consonant-vowel-consonant (CVC) words correctly.• Spell words phonetically, drawing on knowledge of sound-letter relationships. <p>SL.K.4- Describe familiar people, places, things, and events; provide additional details with prompting and support.</p>				<p>descriptive details.</p> <ul style="list-style-type: none">• Speaking clearly at an understandable pace.	<p>at an understandable pace.</p>	<p>volume, and clear pronunciation.</p>
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ESSENTIAL SKILLS Unit 4

Units	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
4 - MATH	<p>K.CC.A.1 Count to 100 by ones, fives, and tens.</p> <p>K.CC.A.3 Read, write, and represent numerals from 0 to 20.</p> <p>K.NBT.A.1 Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 11 to 19 as groups of tens and ones using objects and drawings.</p> <p>K.OA.A.1 Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., 2+3), or equations (e.g., 2+3 = ?).</p> <p>K.OA.A.2 Solve real-world problems that involve addition and</p>	<p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, $<$.</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as:</p> <ul style="list-style-type: none"> 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 & subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) Creating equivalent but easier or known sums 	<p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write equations with a symbol for the unknown number to represent the problem.</p> <p>2.MD.B.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 solve addition and subtraction problems within 100 on the number line diagram.</p> <p>2.MD.D.9 Generate data by measuring the same attribute of similar objects to the nearest whole unit. Display the measurement data by making a line plot, where the</p>	<p>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>3.NF.A.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.</p> <p>Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.</p> <p>Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).</p> <p>Express whole numbers as fractions and</p>	<p>4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.</p> <p>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.</p> <p>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons using symbols ($>$, $=$, $<$), and justify the conclusion (e.g., by using a visual model).</p> <p>Express whole numbers as fractions and</p>	<p>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Where a and b are natural numbers. Solve word problems involving division of natural numbers leading to answers in the form of fractions or mixed numbers.</p> <p>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. Find the area of a rectangle with fractional (less than and/or greater than 1) side lengths, by tiling it with unit squares of the appropriate unit</p>	<p>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>6.EE.A.2 Write, read, and evaluate expressions in which letters (variables) stand for numbers. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5 or y less than 5" as $5 - y$. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. Evaluate expressions at specific values of their variables. Include expressions</p>

	<p>subtraction within 10 (e.g., by using objects or drawings to represent the problem).</p>	<p>(e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$)</p> <p>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p>	<p>horizontal scale is marked off in whole-number units.</p> <ul style="list-style-type: none"> • Generate data from multiple measurements of the same object. • Make a line plot, where the horizontal scale is marked off in whole-number units, to compare precision of measurements. <p>2.MD.D.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.</p>	<p>recognize fractions that are equivalent to whole numbers. (e.g.,</p> <p>Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.)</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols ($>$, $=$, $<$) and justify the conclusions (e.g., by using a visual fraction model).</p> <p>ONGOING: 3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition</p>		<p>fraction side lengths, by multiplying the fractional side lengths, and then show that both procedures yield the same area.</p> <p>5.NF.B.5 Interpret multiplication as scaling (resizing), by:</p> <ul style="list-style-type: none"> • Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. • Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. <p>5.NF.B.6 Solve real world</p>	<p>that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas involved in measurement such as $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p> <p>6.EE.A.3 Apply the properties of operations to generate equivalent expressions.</p> <p>6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p>
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				and subtraction.		<p>problems involving multiplication of fractions and mixed numbers.</p> <p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <ul style="list-style-type: none"> • Interpret division of a unit fraction by a natural number, and compute such quotients. • Interpret division of a whole number by a unit fraction, and compute such quotients. • Solve real world problems involving division of unit fractions by natural numbers and division of whole numbers by unit fractions. 	
4 - LITERACY	<p>RF.K.1.D- Recognize and name all upper- and lowercase letters of the alphabet.FSPS Report Card: 54 letters</p> <p>RF.K.2.D- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-c</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion, and provide closure</p> <p>L.1.2.C Use commas in dates and to separate words in a series</p>	<p>RL.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3-Describe how characters in a story respond to major events and challenges.</p>	<p>R.L 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene,paragraph, and stanza; describe how each successive part builds on earlier sections.</p> <p>R.I. 3.5 Use text features and search</p>	<p>RL.4.5- Compare and contrast the structural elements of poems (e.g., verse, rhythm, meter), drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions), and prose.</p> <p>RI.4.5- Describe</p>	<p>RL.5.5- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RI.5.5- Compare and contrast the overall structure (e.g., chronology, comparison,</p>	<p>RL.6.5- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RI.6.5- Analyze how a particular sentence,</p>

	<p>onsonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) FSPS Report Card: medial sounds</p> <p>RF.K.3.C- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). FSPS Report Card: 25+ words</p> <p>RF.K.3.A- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant. FSPS Report Card: 21 consonant sounds</p> <p>RF.K.3.B- Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g. open- go, closed-got).FSPS Report Card: long vowel sounds</p> <p>RF.K.4- Read grade-appropriate texts with purpose and understanding.FSPS Report Card: level 4</p> <p>W.K.3- Use a combination of</p>	<p>RL.1.3-Describe characters, settings, and major events in a story, using key details</p> <p>RF.1.3.E- Decode regularly spelled one-syllable words that follow syllable types:</p> <ul style="list-style-type: none"> ● closed syllable ● open syllable ● vowel-C-e ● vowel teams ● r-controlled ● consonant-le 	<p>RF.2.3.E - Decode words that follow the six syllable types.</p> <p>*Closed syllable</p> <p>*Open syllable</p> <p>*Vowel-constant - e</p> <p>*Vowel teams</p> <p>*R-controlled</p> <p>*Consonant - le</p> <p>W.2.3- 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.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud, information presented, orally, or through other media.</p> <p>SL. 2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>W.3.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information; include illustrations when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p> <p>ONGOING STANDARDS</p> <p>RL 3.1 Ask and answer questions in literature</p> <p>RI 3.1 Ask and answer questions in information text</p> <p>RF 3.4b Read</p>	<p>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>W.4.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific words to inform about or explain the topic.</p>	<p>cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>W.5.1- Write opinion pieces on topics or texts, supporting the opinion with reasons and information.</p> <p>A. 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.</p> <p>B. Provide logically ordered reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Begins in Grade 6.</p> <p>E. Provide a concluding statement or section related to the opinion presented.</p>	<p>paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>W.6.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases,</p>
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	drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.			grade level texts	E. Provide a concluding statement or section related to the information or explanation presented.		relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that reflects on the narrated experiences or events.
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ESSENTIAL SKILLS Unit 5

Units	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
5 - MATH		<p>1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.NBT.C.4 Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning. Strategies should be based on place-value, properties of operations, and/or the relationship</p>	<p>2.NBT.B.5 Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.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 expression or equation.</p> <p>Ongoing: 2.OA.B.2 • Fluently add and subtract within 20 using mental strategies. • By the end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>3.MD.A.1 • Tell time using the terms quarter and half as related to the hour. (e.g., quarter-past 3:00, half-past 4:00, and quarter till 3:00) • 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)</p> <p>ONGOING: 3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>4.MD.A.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; yd, ft, in; gal, qt, pt, c. • Within a single system of measurement, express measurements in the form of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p>4.MD.A.2 • Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including the ability to make change; including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a</p>	<p>5.MD.A.1 • Convert among different-sized standard measurement units within the metric system.</p> <p>5.MD.B.2 • Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). • Use operations on fractions for this grade to solve problems involving information presented in line plots.</p> <p>5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. • A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. • A solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to</p>	<p>6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: Using substitution, which values from a specified set, if any, make the equation or inequality true?</p> <p>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number or any number in a specified set.</p> <p>6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p> <p>6.EE.B.8</p>

		<p>between addition and subtraction.</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as:</p> <ul style="list-style-type: none"> • 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 & subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$) • Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) 	<p>2.OA.A.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.</p> <ul style="list-style-type: none"> • Represent a strategy with a related equation including a symbol for the unknown number. 		<p>smaller unit.</p> <ul style="list-style-type: none"> • Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p> <p>4.MD.B.4 • Make a line plot to display a data set of measurements in fractions of a unit (e.g., $1/2, 1/4, 1/8$). • Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<p>have a volume of n cubic units.</p> <p>5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base (B). • Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication). • Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for</p>	<p>For real world or mathematical problems</p> <ul style="list-style-type: none"> •Write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$ to represent a constraint or condition •Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions •Represent solutions of such inequalities on number line diagrams. <p>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another</p> <ul style="list-style-type: none"> •Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. •Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
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						<p>rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <ul style="list-style-type: none"> • Recognize volume as additive. • Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. 	
5 - LITERACY				<p>R.L.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>R.I. 3.6 Distinguish their own point of view from that of the author of a text.</p> <p>W.3.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.4.8- Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding</p>	<p>RI.5.8- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.5.1- Write opinion pieces on topics or texts, supporting the opinion with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which</p>	<p>RI.6.8- Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.6.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and</p>

				<p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>ONGOING STANDARDS</p> <p>RL 3.1 Ask and answer questions in literature</p> <p>RI 3.1 Ask and answer questions in information text</p> <p>RF 3.4b Read grade level texts</p>	<p>comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific words to inform about or explain the topic.</p> <p>F. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>ideas are logically grouped to support the writer's purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Begins in Grade 6.</p> <p>E. Provide a concluding statement or section related to the opinion presented.</p>	<p>orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>E. Provide a conclusion that reflects on the narrated experiences or events.</p>
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ESSENTIAL SKILLS Unit 6

Units	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
6 - MATH		<p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10. Use strategies such as:</p> <ul style="list-style-type: none"> • 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 	<p>2.G.A.4 Partition circles/rectangles in 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.</p> <p>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2.NBT.B.5 Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and/or</p>	<p>3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p> <p>3.MD.D.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>ONGOING: 3.NBT.A.2 Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition</p>	<p>4.G.A.1 • Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. • Identify these in two-dimensional figures.</p> <p>4.G.A.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.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: • An angle is measured with reference to a circle with its center at the common endpoint</p>	<p>5.G.A.1 • Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. • Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and y-axis and y-coordinate). Note: Graphing will be limited to the first quadrant and the non-negative x- and y-axes only</p>	<p>6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values, explaining the meaning of 0. (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge)</p> <p>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. • Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. • Recognize that the opposite of the opposite of a</p>

		<p>between addition & subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$)</p> <ul style="list-style-type: none"> • Creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) 	<p>the relationship between addition and subtraction.</p> <p>2.NBT.B.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 expression or equation.</p> <p>2.OA.B.2 • Fluently add and subtract within 20 using mental strategies. • By the end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>and subtraction.</p> <p>3.OA.C.7 • Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. • By the end of Grade 3, automatically (fact fluency) recall all products of two one-digit numbers.</p>	<p>of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.</p> <ul style="list-style-type: none"> • An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. • An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <p>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.C.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.</p>	<p>5.G.A.2 • Represent real world and mathematical problems by graphing points in the first quadrant and on the non-negative x- and y-axes of the coordinate plane • Interpret coordinate values of points in the context of the situation.</p> <p>5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <p>5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.</p> <p>5.OA.B.3 • Generate two numerical patterns, each using a given rule. • Identify apparent relationships between corresponding terms by completing a function table or input/output table. • Using the terms created, form and graph ordered pairs</p>	<p>number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <ul style="list-style-type: none"> • Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. • Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. • Find and position integers and other rational numbers on a horizontal or vertical number line diagram. • Find and position pairs of integers and other rational numbers on a coordinate plane. <p>6.NS.C.7 Understand ordering and absolute value of rational numbers. • Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number</p>
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						<p>in the first quadrant of the coordinate plane.</p>	<p>line oriented from left to right.</p> <ul style="list-style-type: none"> •Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$. •Understand the absolute value of a rational number as its distance from 0 on the number line. •Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. •Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars. <p>6.NS.C.8</p> <ul style="list-style-type: none"> •Solve real-world and mathematical problems by graphing points in all four quadrants of
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							<p>the coordinate plane. Use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p>6.G.A.3 Apply the following techniques in the context of solving real-world and mathematical problems.</p> <ul style="list-style-type: none"> •Draw polygons in the coordinate plane given coordinates for the vertices •Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.
6 - LITERACY				<p>RL 3.7 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).</p> <p>RI 3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate</p>	<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories and</p>	<p>RL. 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and</p>	<p>RL.6.6 Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.</p> <p>RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>W.6.1 Write</p>

				<p>understanding of the text (e.g where, when, why, and how key events occur.)</p> <p>W.3.3-Write opinion pieces on topics or texts, supporting the opinion with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>B. Provide reasons that support an opinion.</p> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Begins in Grade 6.</p> <p>E. Provide a concluding statement or section.</p> <p>ONGOING STANDARDS</p> <p>RL 3.1 Ask and answer questions in literature</p> <p>RI 3.1 Ask and answer questions in information text</p> <p>RF 3.4b Read</p>	<p>traditional literature from different cultures.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting the opinion with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>B. Provide reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words and phrases</p> <p>D. This standard begins in Grade 6.</p> <p>E. Provide a concluding statement or section related to the opinion present.</p>	<p>convey ideas and information clearly.</p> <ul style="list-style-type: none"> • W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension. • W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). • W.5.2.D Use precise language and domain-specific words to inform about or explain the topic. • W.5.2.F Provide a concluding statement 	<p>arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> •W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly. •W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. •W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. •W.6.1.D Establish and maintain a formal style. •W.6.1.E Provide a concluding statement or section that follows from the argument presented.
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