

This document is used to design instruction that insures academic skills are aligned PK-4th and that assessments measure growth in these skills. All students are expected to demonstrate ‘on grade’ skills by the end of the year but many will develop skills beyond this. These advanced skills are often shown in parenthesis in the document below. Teachers will use the following to communicate information to you about your child.

E= Exceeding M = Mastered D = Developing N/I = Not introduced

All teachers use a variety of assessments including at the beginning and end of each unit to measure growth in the specific skills taught .If a student can apply a skill automatically in a new context we use the term ‘mastered’, the student is then ready to learn more rigorous skills. If a teacher finds that a student needs enrichment or extra support they will contact you, but you can also contact the teacher at any time if you have questions about their skill development in any area. Teachers will automatically include skills from the next grade level in their instruction as a student shows mastery of ‘on grade’ skills .

Reading skill is measured quarterly and denoted by an letter A-Z. Please look at your teacher’s web page for specific information about assessment

Math

Operations and Algebraic Thinking (OAT)

- **represent and solve problems involving addition and subtraction**
 - a. Use addition and subtraction within 100 to solve one- and two-step word problems , by using drawings and equations with a symbol for the unknown number to represent the problem
 - b. Fluently add and subtract within 20 using mental strategies. **By end of Grade 2, know from memory all sums of two one-digit numbers**
 - c. use doubles facts automatically to 20
 - d. 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 $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.*

Work with equal groups of objects to gain foundations for multiplication

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

Understanding place value (PV)

- a. 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:
 - 100 can be thought of as a bundle of ten tens — called a “hundred.”
 - 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).
- b. Count within 1000; skip-count by 5s, 10s, and 100s.
- c. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- d. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons

Using place value to add and subtract (AS)

- a .Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- b .Add up to four two-digit numbers using strategies based on place value and properties of operations.
- c. 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.
- d .Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and data (M)

- A .Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- B. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- C. Estimate lengths using units of inches, feet, centimeters, and meters.
- D. Work with basic measure of perimeter and area

Relate addition and subtraction to length

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

Money and Time

- A. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- B Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Data and graphs

- A. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.
- B. Read and interpret simple, bar, line, circle, pictorial, and tables and tallies

Geometry

- A. Identify and describe basic geometric shapes
- B. Understand basic properties of figures, sides, vertices and angles
- C. Identify lines of symmetry
- Read graph coordinates on a map

Language Arts

Reading

Math practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning, operations and algebraic thinking

Foundational skills**R1. Phonics and word recognition**

- a) Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b) Know spelling-sound correspondences for additional common vowel teams.
- c) Decode regularly spelled two-syllable words with long vowels.
- d) Decode words with common prefixes and suffixes.
- e) Identify words with inconsistent but common spelling-sound correspondences.
- f) Recognize and read grade-appropriate irregularly spelled words (sight words dolch 1st grade) (100/250 most common word)
- g) Fluency. Read with sufficient accuracy and fluency to support comprehension.
- h) Read grade-level text with purpose and understanding.
- i) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- j) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Please proof this list to ensure it correlate's with the Foundations program of study

R2. Comprehension

Explicit information

- A. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- B. Describe how characters in a story respond to major events and challenges.

Inference

- C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- D. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- E. Use explicit information to make inferences about the motives or behavior of a character

Analysis

- F. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- G. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

	<ul style="list-style-type: none"> • H. Synthesize explicit and implicit information to make predictions or draw conclusions <p><i>Range and level of text complexity. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently.</i></p>
<p>Grammar</p>	<p>L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice</i>.) Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Consult reference material, including beginning dictionaries, as needed to check and correct spelling. Compare formal and informal uses of English <p>Vocabulary acquisition and use (V)</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (VI) <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Demonstrate understanding of word relationships and nuances in word meanings. (V2) <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p><i>Student should understand the terms antonym and synonym by the end of the year, and be able to generate both.</i></p> <p>T1 Types of text and purpose</p> <ol style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. Write narratives in which they recount a well-elaborated event or short sequence of events, include
<p>Written Language</p>	

	<p>details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>PW1 Production and Distribution of Writing</p> <ul style="list-style-type: none"> a) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. b) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. c) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). d) Recall information from experiences or gather information from provided sources to answer a question. <p>PK Present knowledge</p> <ul style="list-style-type: none"> a) Recall information from experiences or gather information from provided sources to answer a question. b) Print all upper and lower case letter accurately, be able to demonstrate mastery to form letters fluently using the same formation automatically be able to place the letter correctly on between or under the line automatically without effort
<p>Social/Emotional and Behavior/ Work Habits</p>	<ul style="list-style-type: none"> a) Sustaining attention b) Impulse control c) Completing work d) Organization e) Rote memory f) Visual detail attention g) Visual memory h) Word Retrieval i) Auditory Processing (following directions) j) Listening Comprehension k) Inferential Thinking l) Concrete/Literal Thinking m) Peer relationships/problem solving