

## READING

### PK-2<sup>nd</sup> grade ESSENTIALS:

- Understand concepts of print, the alphabet and basic conventions of written language
- Apply phonics and word analysis skills to decode words
- Read high frequency words
- Retell stories
- Comprehend grade level text

### Content Target:

- Distinguish long and short vowels of one-syllable words
- Know sound for additional vowel teams
- Decode two-syllable words with long vowels
- Decode words with common prefixes and suffixes
- Use root words to decode words
- Use compound words to decode
- Read grade-appropriate, high frequency sight words (with irregular spellings)
- Read grade level text (early fluent and fluent) for purpose and understanding
- Read grade-level text with accuracy, expression and an appropriate rate
- Use context clues in grade level text
- Use re-reading as a self-monitoring strategy in grade level text
- Adjust reading rate according to type of text and purpose for reading in grade level text
- Ask and answer questions when reading to clarify understanding and interpretation of story
- Retell stories (who, what, where, when, why, how) with precision and organization
- Retell stories from various cultures and determine the central message
- Identify main characters and setting of a story
- Describe characters and how they respond in story
- Sequence story events
- Make predictions before, during, and after reading
- Use prior knowledge to construct meaning and make connections with the text
- Draw inferences
- Informational Text: Summarize main topic and key details
- Informational Text: Sequence process, events, procedures
- Read and identify different forms of poetry
- Identify alliteration, rhyme, and repetition in poems, songs, and stories
- Identify beginning, middle, end of story
- Identify who is telling the story and when different characters or points of view are expressed
- Identify author's purpose of text
- Informational Text: Identify text features (captions, bold print, headings, glossaries, electronic menus, icons, indexes)
- Informational Text: Determine the meaning of words and phrases
- Explain how text features and images clarify text
- Describe how reasons presented in a text support an author's purpose
- Compare and contrast two versions of the same story

- Informational Text: Identify reference materials and the information contained in them
- Informational Text: Compare and contrast information in two texts on same topic
- Use multi-media sources to answer questions of interest
- Read and comprehend grade level text (early fluent and fluent)

## WRITING

### ESSENTIAL:

- Understand writing has a purpose to communicate
- By the end of 2nd grade: Write using the appropriate structures
- By end of 2nd grade: Write letters fluently

### Content Target:

- Stay focused on topic
- Write a short expository piece using facts and definitions
- Use topic and closing sentences
- Write a friendly letter and informal business letter
- Use transition words
- With support, use the correct structure for letters, poems, expository, narrative, and opinion
- Use the writing conference to revise and edit writing pieces with adults and peers
- Use digital tools with minimal support to produce publish work
- Handwriting: Print all lower case and capital letters fluently
- Contribute to a shared research project (small group work facilitated by teacher)
- Use one or more sources on the same topic to find information

## LANGUAGE

### ESSENTIAL:

- Spell correctly according to grade level content targets
- Use mechanics/conventions correctly according to grade level targets

### Content Target:

- Use and understand nouns
- Use and understand irregular plural nouns
- Use and understand pronouns
- Use and understand the past tense of irregular verbs
- Use and understand adverbs and adjectives
- Use prepositions
- Capitalize holidays, product names, and geographic names
- Produce, expand, and rearrange complete simple and compound sentences
- Use commas in greetings and closing of letters
- Spell grade level high frequency “no excuse” words correctly
- Use conventional spelling for words with common spelling patterns
  - CVCe(Consonant Vowel Consonant - e) with e and u
  - VV (Vowel, Vowel) (ee, ea); (ay, ai); (oa, ow, oe); (ue, ew); (ie); (oo, ou); (au/aw); (oi/oy); (ou,ow)

- Final ck and k
- Final blends: mp, nd, st, sk
- R-controlled vowels (ar, or, ir ur, er)
- Final long e spelled y (happy, baby)
- Plurals (-s, -es)
- Introduce: double final -f, -l,-s; dropping rule -ed,-ing); doubling rule (-ed, -ing)
- Begin using reference materials for spelling
- Begin to distinguish between slang and formal language
- Use context-clues to determine the meaning of multi-meaning work or phrase
- Understand use prefixes (re-, un-, dis-, anti-, pre-)
- Use root words to determine meaning of a word
- Use word parts to determine meaning of compound words
- Use print and digital reference materials to determine or clarify the meaning of words and phrases
- Understand and use synonyms
- Categorize words based on real-life connections (spicy, juicy)
- Use words acquired in daily life to describe and enhance writing

## **SPEAKING AND LISTENING**

**ESSENTIALS: Grade Level Targets will be used to assess students in this area**

### **Content Target:**

- Participate in class discussions related to information read or viewed together following established rules
- Use listening skills during presentations
- Ask and answer questions with clarity
- Orally tell personal experience using relevant details
- Orally retell story using relevant details
- Create audio recordings of stories or poems
- Create drawings or visual displays to clarify ideas, thoughts and feelings
- Produce complete sentences when appropriate

## **Mathematics**

### **ESSENTIALS:**

- PG – Communication – Describe and represent foundational skills orally, visually and kinesthetically
- PG – Mastery/Precision – Fluent with grade level targets for facts
- PG –Problem-Solving/Reasoning – Visually and kinesthetically organize information to reach a solution
- PG –Confidence- Persistent and take risks in math work
- Ask and answer questions about given data
- Use accurate vocabulary to talk about quantities
- Foundations in number sense
- Foundations in shape, dimension, and geometric relationships
- Foundations and properties of +, -

Content Target:Number Sense, Properties, and Operations

- Place value to 1000 (1's, 10's, 100's)
- Add and subtract two digit numbers (add up to 4 two digit numbers)
- Mentally add 10 or 100 to numbers
- Mentally add and subtract to 20
- Master +/- number combinations to 20 (fact families)
- Problem solve addition and subtraction problems to 100 with one and two steps
- Group equally for multiplication foundation
- Master ordinal numbers to 10
- Master comparing numbers to 100 using <, >, =
- Count coins to a dollar and to understand financial decision making

Shape, Dimension, and Geometric Relationships

- Measure and estimate length in standard/metric units
- Find differences in length of two objects using standard and metric
- Select appropriate measurement tool
- Represent whole numbers to 100 on a line diagram
- Tell time to nearest five minutes
- AM/PM
- Use \$ and cent symbol correctly
- Solve word problems with 1\$, quarters, dimes, nickels and pennies
- Recognize and draw shapes with specific attributes
- Identify triangle, quadrilateral, pentagon, hexagon, and cube
- Partition rectangles into rows and columns of the same size to find total
- Partition circles and rectangles in  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$
- Describe 1 whole as 1 or  $\frac{3}{3}$  or  $\frac{4}{4}$
- Recognize that equal shares of identical wholes may not be the same shape
- Master before and after on a number line

Analysis, Statistics, and Probability

- Make a line plot
- Make picture and bar graph with four categories
- Solve simple problems using bar and picture graph

Patterns, Functions, and Algebraic Structures

- Make a line plot
- Make picture and bar graph with four categories
- Solve simple problems using bar and picture graph

**PE**ESSENTIALS:

- Demonstrate body and spatial awareness through movement

- Demonstrate balance
- Move in a variety of directions
- Identify body's normal reaction to physical activity
- Demonstrate respect and positive behaviors while in activity
- Participate safely in the gym

Content Target:

- Demonstrate skipping, hopping, galloping and sliding while transitioning on command
- Demonstrate smooth transitions between movements
- Move using motor skills without bumping into others or falling
- Move to even and uneven beats using a variety of movement skills
- Jump rope repeatedly
- Throw, catch, strike, and trap objects
- Balance objects on body parts
- Demonstrate static and dynamic balance on lines and low beams
- Use feedback to identify strengths and Identify healthy food choices to fuel the body
- Understand getting proper sleep is part of being healthy
- Identify changes in the body during exercise
- Identify and discuss feelings that result from being physically challenged, succeeding and failing
- Identify personal choices for activities that are non loco motor, loco motor and manipulative
- Use feedback to identify strengths and weaknesses in order to modify skill and make adjustments
- Identify ways to keep the brain healthy
- Describe water as essential to body and brain
- Describe how positive interactions make physical activity more fun
- Participate in a variety of group settings without distracting behavior
- Encourage others verbally and nonverbally