

Literature		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details</p>	<p><b>RL.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2.</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL.2.3.</b> Describe how characters in a story respond to major events and challenges</p>	<p><b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.2.</b> 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><b>RL.3.3.</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<b>Craft and Structure</b>	<b>Craft and Structure</b>	<b>Craft and Structure</b>
<p><b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>RL.1.6.</b> Identify who is telling the story at various points in a text.</p>	<p><b>RL.2.4.</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RL.2.5.</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RL.2.6.</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>RL.3.4.</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.5.</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
<p><b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.8.</b> (Not applicable to literature)</p> <p><b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p><b>RL.2.7.</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL.2.8.</b> (Not applicable to literature)</p> <p><b>RL.2.9.</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p><b>RL.3.7.</b> 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><b>RL.3.8.</b> (Not applicable to literature)</p> <p><b>RL.3.9.</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books</p>

		from a series).
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Complexity of Text</b>
<b>RL.1.10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>RL.2.10.</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.3.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

<b>Informational Text</b>		
<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<p><b>RI.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>RI.2.1.</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.3.</b> 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>
<b>Craft and Structure</b>	<b>Craft and Structure</b>	<b>Craft and Structure</b>
<p><b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.2.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.</p>

<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
<p><b>RI.1.7.</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.8.</b> Identify the reasons an author gives to support points in a text.</p> <p><b>RI.1.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><b>RI.2.7.</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>RI.2.8.</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p><b>RI.3.7.</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.8.</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>
<p><b>RI.1.10.</b> With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p><b>RI.2.10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>RI.3.10.</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>

<b>Foundational Skills</b>		
<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>Print Concepts</b>		
<p><b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>○ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>		
<b>Phonological Awareness</b>		
<p><b>RF.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>		

<ul style="list-style-type: none"> <li>• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>		
<b>Phonics and Word Recognition</b>	<b>Phonics and Word Recognition</b>	<b>Phonics and Word Recognition</b>
<p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>○ Decode regularly spelled one-syllable words.</li> <li>○ Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>○ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>○ Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>○ Read words with inflectional endings.</li> <li>○ Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>RF.2.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ Know spelling-sound correspondences for additional common vowel teams.</li> <li>○ Decode regularly spelled two-syllable words with long vowels.</li> <li>○ Decode words with common prefixes and suffixes.</li> <li>○ Identify words with inconsistent but common spelling-sound correspondences.</li> <li>○ Recognize and read grade-appropriate irregularly spelled words.</li> <li>○</li> </ul>	<p><b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>○ Decode words with common Latin suffixes.</li> <li>○ Decode multisyllable words.</li> <li>○ Read grade-appropriate irregularly spelled words.</li> </ul>

Fluency	Fluency	Fluency
<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding.</li> <li>○ Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>RF.2.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding.</li> <li>○ Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding.</li> <li>○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

Writing		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Types and Purposes	Types and Purposes	Types and Purposes
<p><b>W.1.1.</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>W.2.1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p><b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>○ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>○ Provide reasons that support the opinion.</li> <li>○ Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>○ Provide a concluding statement or section.</li> <li>○</li> </ul>

<p><b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3.</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p><b>W.2.2.</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W.2.3.</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>○ Develop the topic with facts, definitions, and details.</li> <li>○ Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>○ Provide a concluding statement or section.</li> </ul> <p><b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>○ Use temporal words and phrases to signal event order.</li> <li>○ Provide a sense of closure.</li> </ul>
<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>
<p><b>W.1.4.</b> (Begins in grade 3)</p>	<p><b>W.2.4.</b> (Begins in grade 3)</p>	<p><b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>

<p><b>W.1.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>W.2.5.</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6.</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
<b>Research to Build and Present Knowledge</b>	<b>Research to Build and Present Knowledge</b>	<b>Research to Build and Present Knowledge</b>
<p><b>W.1.7.</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.1.9.</b> (Begins in grade 4)</p>	<p><b>W.2.7.</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>W.2.9.</b> (Begins in grade 4)</p>	<p><b>W.3.7.</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>W.3.9.</b> (Begins in grade 4)</p>
<b>Range of Writing</b>	<b>Range of Writing</b>	<b>Range of Writing</b>
<b>W.1.10.</b> (Begins in grade 3)	<b>W.2.10.</b> (Begins in grade 3)	<b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>Speaking and Listening</b>		
<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>
<b>Comprehension and Collaboration</b>	<b>Comprehension and Collaboration</b>	<b>Comprehension and Collaboration</b>
<p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>○ Follow agreed-upon rules for discussions (e.g., listening to</li> </ul>	<p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>○ Follow agreed-upon rules for discussions (e.g., gaining the</li> </ul>	<p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>○ Follow agreed-upon rules for discussions (e.g., gaining the</li> </ul>

<p>others with care, speaking one at a time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> <li>○ Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>○ Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> <li>○ Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>○ Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> <li>○ Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>○ Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3.</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<b>Presentation of Knowledge and Ideas</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Presentation of Knowledge and Ideas</b>
<p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6.</b> Produce complete sentences when appropriate to task and situation.</p>	<p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5.</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>SL.2.4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5.</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6.</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Language		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Conventions of Standard English	Conventions of Standard English	Conventions of Standard English
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>○ Print all upper- and lowercase letters.</li> <li>○ Use common, proper, and possessive nouns.</li> <li>○ Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>○ Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>○ Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>○ Use frequently occurring adjectives.</li> <li>○ Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>○ Use determiners (e.g., articles, demonstratives).</li> <li>○ Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>○ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> <li>○</li> </ul>	<p><b>L.2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>○ Use collective nouns (e.g., <i>group</i>).</li> <li>○ Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>○ Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>○ Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>○ Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>○ Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>	<p><b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>○ Form and use regular and irregular plural nouns.</li> <li>○ Use abstract nouns (e.g., <i>childhood</i>).</li> <li>○ Form and use regular and irregular verbs.</li> <li>○ Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>○ Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>○ Use coordinating and subordinating conjunctions.</li> <li>○ Produce simple, compound, and complex sentences.</li> </ul>

<p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>○ Capitalize dates and names of people.</li> <li>○ Use end punctuation for sentences.</li> <li>○ Use commas in dates and to separate single words in a series.</li> <li>○ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>○ Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p><b>L.2.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>○ Capitalize holidays, product names, and geographic names.</li> <li>○ Use commas in greetings and closings of letters.</li> <li>○ Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>○ Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p><b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>○ Capitalize appropriate words in titles.</li> <li>○ Use commas in addresses.</li> <li>○ Use commas and quotation marks in dialogue.</li> <li>○ Form and use possessives.</li> <li>○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</li> <li>○ Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words.</li> <li>○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>
<p><b>L.1.3.</b> (Begins in grade 2)</p>	<p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>○ Compare formal and informal uses of English.</li> </ul>	<p><b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>○ Choose words and phrases for effect.*</li> <li>○ Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>

Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Vocabulary Acquisition and Use
<p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>○ Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>○ Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>○ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul> <p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>○ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>○ Define words by category and by</li> </ul>	<p><b>L.2.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>○ Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>○ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>○ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> <p><b>L.2.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>○ Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>○ Distinguish shades of meaning</li> </ul>	<p><b>L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>○ Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>○ Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>○ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>○ Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>○ Identify real-life connections</li> </ul>

<p>one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <ul style="list-style-type: none"> <li>○ Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>○ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul> <p><b>L.1.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p> <p><b>L.2.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <ul style="list-style-type: none"> <li>○ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
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Math		
Operations and Algebraic Thinking		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
<b>Represent and solve problems involving addition and subtraction</b>	<b>Represent and solve problems involving addition and subtraction</b>	<b>Represent and solve problems involving multiplication and division.</b>
<p><b>1.OA.1.</b> 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.1</p> <p><b>1.OA.2.</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number</p>	<p><b>2.OA.1.</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1</p> <p><b>2.OA.2.</b> Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p><b>3.OA.1.</b> Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</p> <p><b>3.OA.2.</b> Interpret whole-number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a</p>

<p>to represent the problem.</p> <p><b>Understand and apply properties of operations and the relationship between addition and subtraction</b></p> <p><b>1.OA.3.</b> Apply properties of operations as strategies to add and subtract.2 Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</p> <p><b>1.OA.4.</b> Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. Add and subtract within 20.</p>	<p><b>Work with equal groups of objects to gain foundations for multiplication.</b></p> <p><b>2.OA.3.</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p><b>2.OA.4.</b> Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</p> <p><b>3.OA.3.</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1</p> <p><b>3.OA.4.</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></p>
<p><b>Add and subtract within 20</b></p>		<p><b>Understand properties of multiplication and the relationship between multiplication and division.</b></p>
<p><b>1.OA.5.</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>1.OA.6.</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction</p>		<p><b>3.OA.5.</b> Apply properties of operations as strategies to multiply and divide.2 Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</p> <p><b>3.OA.6.</b> Understand division as an unknown-factor problem. For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</p>

(e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).		
<b>Work with addition and subtraction equations</b>		<b>Multiply and divide within 100</b>
<b>1.OA.7.</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .		<b>3.OA.7.</b> Fluently 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, know from memory all products of two one-digit numbers.
<b>Work with addition and subtraction equations</b>		<b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b>
<b>1.OA.8.</b> 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 $8 + ? = 11$ , $5 = \_ - 3$ , $6 + 6 = \_$ .		<b>3.OA.8.</b> 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. <b>3.OA.9.</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Math		
Number and Operations in Base Ten		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
<b>Extend the counting sequence</b>	<b>Understanding place value</b>	<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>
<p><b>1.NBT.1.</b> 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><b>Understand place value</b></p> <p><b>1.NBT.2.</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>○ 10 can be thought of as a bundle of ten ones — called a “ten.”</li> <li>○ The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>○ 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).</li> </ul> <p><b>1.NBT.3.</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>Use place value understanding and properties of operations to add and subtract</b></p> <p><b>1.NBT.4.</b> Add within 100, including adding a two-digit number and a one-digit number, and adding</p>	<p><b>2.NBT.1.</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>• 100 can be thought of as a bundle of ten tens — called a “hundred.”</li> <li>• The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</li> </ul> <p><b>2.NBT.2.</b> Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><b>2.NBT.3.</b> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><b>2.NBT.4.</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones</p>	<p><b>3.NBT.1.</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><b>3.NBT.2.</b> Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>3.NBT.3.</b> Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</p>

<p>a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p><b>1.NBT.5.</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p><b>1.NBT.6.</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons. Use place value understanding and properties of operations to add and subtract</p> <p><b>2.NBT.5.</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>2.NBT.6.</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>2.NBT.7.</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>2.NBT.8.</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><b>2.NBT.9.</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>	
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Math		
Number and Operations - Fractions		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
		<p><b>Develop understanding of fractions as numbers.</b></p> <p><b>3.NF.1.</b> Understand a fraction <math>1/b</math> as the quantity formed by 1 part when <math>a</math> whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by a parts of size <math>1/b</math>.</p> <p><b>3.NF.2.</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <ul style="list-style-type: none"> <li>○ Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</li> <li>○ Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</li> </ul> <p><b>3.NF.3.</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ul style="list-style-type: none"> <li>○ Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</li> <li>○ Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by</li> </ul>

		<ul style="list-style-type: none"> <li>○ using a visual fraction model.</li> <li>○ Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i></li> <li>○ 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 the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</li> </ul>
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Math		
Measurement and Data		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
<b>Measure lengths indirectly and by iterating length units.</b>	<b>Measure and estimate lengths in standard units.</b>	<b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>
<p><b>1.MD.1.</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>1.MD.2.</b> 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</p>	<p><b>2.MD.1.</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p><b>2.MD.2.</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit</p>	<p><b>3.MD.1.</b> 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><b>3.MD.2.</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step</p>

<p>an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p>chosen.</p>	<p>word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>
<p><b>Tell and write time.</b></p>		<p><b>Represent and interpret data</b></p>
<p><b>1.MD.3.</b> Tell and write time in hours and half-hours using analog and digital clocks.</p> <p><b>Represent and interpret data.</b> <b>1.MD.4.</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p><b>2.MD.3.</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>2.MD.4.</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p><b>3.MD.3.</b> Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p><b>3.MD.4.</b> Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
	<p><b>Relate addition and subtraction to length</b></p>	<p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b></p>
	<p><b>2.MD.5.</b> 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.</p> <p><b>2.MD.6.</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1,</p>	<p><b>3.MD.5.</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> <li>○ A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</li> <li>○ A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</li> </ul> <p><b>3.MD.6.</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and</p>

	2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	improvised units).
	<b>Work with time and money</b>	
	<b>2.MD.7.</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	<b>3.MD.7.</b> Relate area to the operations of multiplication and addition. <ul style="list-style-type: none"> <li>○ Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</li> <li>○ Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</li> <li>○ Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</li> <li>○ Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</li> </ul>

	<p><b>2.MD.8.</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p><b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b></p> <p><b>3.MD.8.</b> 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>
	<b>Represent and interpret data.</b>	
	<p><b>2.MD.9.</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p><b>2.MD.10.</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	

Math		
Geometry		
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
<b>Reason with shapes and their attributes.</b>	<b>Reason with shapes and their attributes.</b>	<b>Reason with shapes and their attributes.</b>
<p><b>1.G.1.</b> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.</p>	<p><b>2.G.1.</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p><b>3.G.1.</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these</p>

<p><b>1.G.2.</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><b>1.G.3.</b> 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><b>2.G.2.</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b>2.G.3.</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>subcategories.</p> <p><b>3.G.2.</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</p>
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