Orangeburg Consolidated School District Five

Elementary School Parent Handbook

www.ocsd5.net

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Orangeburg Consolidated School District 5

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www.ocsd5.net

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Mission

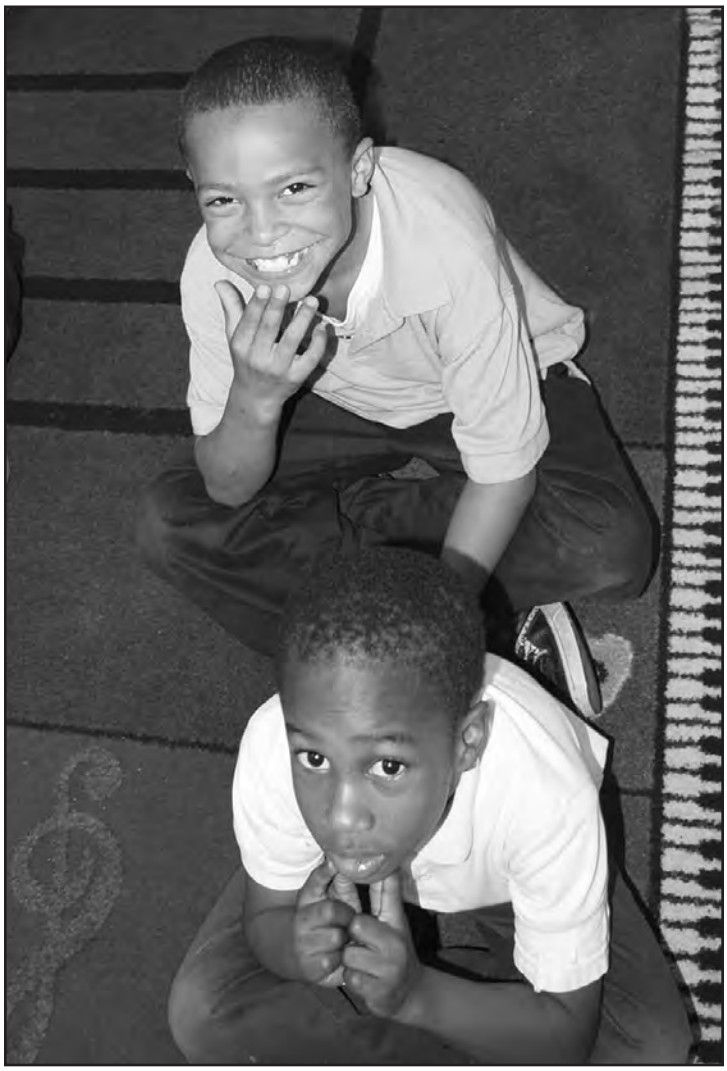
Orangeburg Consolidated School District Five exists to ensure academic success for all students.

Vision

Working Together Building a World-Class School System

Beliefs

- Student learning in a safe environment is our primary focus
- Embracing change creates an environment for growth
- Proficient use of technology is essential to success in a global society
- Building positive character is essential
- We support the development of professional learning communities



Goals

GOAL 1: INCREASE STUDENT LEARNING
By the 2015-2016 school year, OCSD5 will meet performance standards yearly on local, state and national tests while closing the achievement gap.
Strategies:
- Train and implement structured Response to Intervention model to assist students who are experiencing learning or behavior issues.
- Train and implement a comprehensive literacy and numeracy/mathematics program in grades pre-k through 12.
- Create a College-Bound Culture for all students by preparing them to make college and career choices after graduation.
- Increase student enrollment in Pre-Advanced and Advanced Placement courses and participation in AP exams; develop monitoring processes to compare enrollment projections with actual campus enrollment.
- Explore Early Childhood Education opportunities to include establishing tuition-based, space-available programs for four-year-old students who currently do not attend our programs.
- Hire and recruit campus teaching and learning coaches to model research-based instructional approaches and collaborate with all teachers to implement approaches that best meet student needs and monitor the student progress.
- Create, train and implement the teaching and learning framework.
- Develop a plan for implementation of the Common Core Standards.
- Implement an ongoing comprehensive PSAT and SAT preparation program for middle school students to increase the number of Duke TIP.
- Investigate the implementation of the IBO's primary years program and the middle years program.
- Investigate the implementation of the IB Career Certificate as an addition to the IB diploma program.

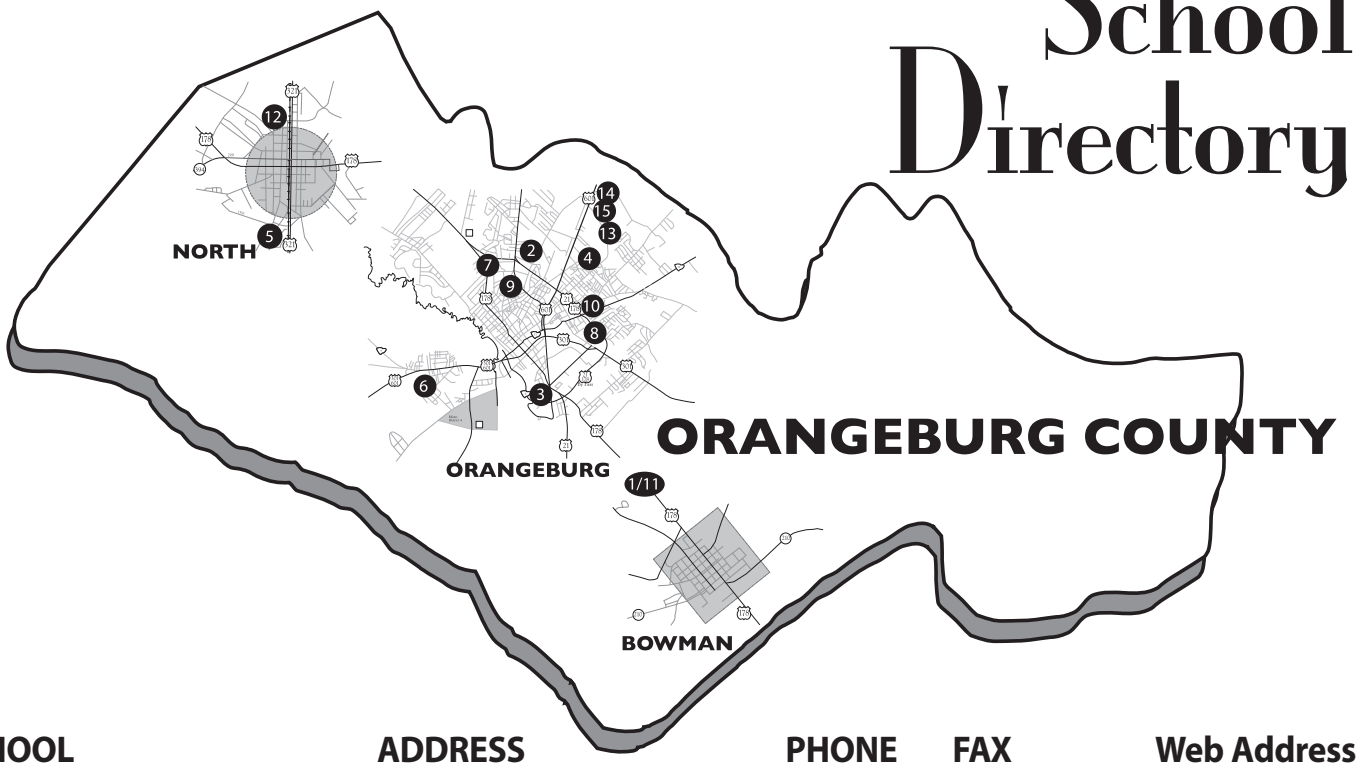
GOAL 2: IMPROVE RESOURCE MANAGEMENT
The district will base all financial decisions on an annual zero based budget protocol to ensure they are matched with district goals.
Strategies:
- Build easily accessible and accurate data systems for district wide use in academic and business departments.
- Initiate an annual zero based budget protocol to allow opportunities to review financial resources that are matched with district goals that have been identified in the Five-Year Strategic Plan.
- Establish a process to monitor, evaluate and communicate changes in the district wide budget; forecast if changes occur in state or national funding.
- Prioritize spending goals across the district and align them with student learning goals.
- Research, select, and implement a district-wide data management system.
- Initiate an annual zero-based budget protocol to allow opportunities to review financial resources that are matched with district goals that have been identified in the Five–Year Strategic Plan.
- Establish procedures to monitor, evaluate, predict, and communicate changes in the district-wide budget due to changes in state and national funding.
- Prioritize spending goals across the district and align them with student learning goals.
- Provide comprehensive management training.

GOAL 3: IMPROVE HUMAN CAPITAL
The district will focus on retaining, training, and developing the best personnel at all levels by utilizing a yearly evaluation system, as well as recruiting highly- qualified personnel according to national, state, and district guidelines.
Strategies:
- Strengthen teacher recruiting, selection, and staffing policies to attract and retain highly-qualified and highly-effective educators.
- Build leadership capacity in administrators and other staff members across the district.
- Establish accountability measures for all employees based on established goals and objectives as outlined in the job description.
- Evaluate all employees based on accountability measures contained in their respective job descriptions.

GOAL 4: INCREASE ENGAGEMENT
By the school year 2015-2016, the district will increase opportunities that promote stakeholder involvement and engagement each year.
Strategies:
- Set aside specific times each month to include meetings with teachers, support staff, students, parents, community, civic, church, political, and business leaders to discuss issues relevant to the district.
- Develop methods to increase mentoring and tutoring opportunities for community members.
- Create opportunities between various school-district partners, such as Chamber of Commerce, elected officials, higher education leaders, clergy and business partners to engage all entities in the success of the Orangeburg Consolidated Five school system.
- Prepare and distribute a weekly newsletter from the Superintendent to board members and a monthly newsletter to the community that summarizes district activities for the past week and includes a calendar of activities for the following week.
- Increase District visibility and engagement at community and school sponsored events.
- Use various media sources as a means publicizing District/student accomplishments and upcoming events.
- Utilize OCSD5 website and local county channels to televise school and District events.

GOAL 5: SAFETY ABOVE ALL ELSE
By the year 2016, all stakeholders will be satisfied with the safety and security of the school climate in OCSD5 as measured by national, state, and local data in the areas of learning environment, home-school relations, social, and physical environment.
Strategies:
- Review and revise the Crisis Management Manual (the red book) for schools and facilities based on district and county emergency preparedness procedures.
- Provide training for all district personnel on the national, state, county and district emergency preparedness plans.
- Review, evaluate, upgrade and install security monitoring systems at all district facilities ensuring that the public is aware of these measures.
- Develop, adopt, implement, and publicize to all stakeholders a Zero Tolerance policy for all individuals who threaten the safety and security of our schools.
- Review, evaluate, update, adopt and publicize to all stakeholders a Code of Student conduct to guide our uniform collective response to student behavioral issues.
- Hold a community awareness session to garner feedback on the proposed new code of conduct prior to adopting.
- Train school-based staff in Crisis Prevention Institute (CPI) or other behavioral intervention models to respond to student behavioral issues.
- Continue to work with local law enforcement entities to collaborate on procedures that will assist in providing a safe and secure environment for students, employees and the community at large.

School Directory



SCHOOL	ADDRESS	PHONE	FAX	Web Address
Elementary Schools				
1. Bethune-Bowman Elementary School	4857 Charleston Highway Rowesville, SC 29133	533-6371	533-6373	bbes.ocsd5.net
2. Brookdale Elementary School	394 Brookdale Drive Orangeburg, SC 29115	534-5982	533-6472	bes.ocsd5.net
3. Dover Elementary School	1411 Bedford Avenue North, SC 29112	247-2184	247-5010	des.ocsd5.net
4. Marshall Elementary School	1441 Marshall Avenue Orangeburg, SC 29118	534-7865	535-1645	mares.ocsd5.net
5. Mellichamp Elementary School	350 Murray Road Orangeburg, SC 29115	534-8044	533-6492	meles.ocsd5.net
6. Rivelon Elementary School	350 Thomas B. Eklund Circle Orangeburg, SC 29115	534-2949	533-6540	res.ocsd5.net
7. Sheridan Elementary School	1139 Hillsboro Road Orangeburg, SC 29115	534-7504	535-1650	ses.ocsd5.net
8. Whittaker Elementary School	790 Whittaker Parkway Orangeburg, SC 29115	534-6559	533-6466	wes.ocsd5.net
Middle Schools				
9. William J. Clark Middle School	919 Bennett Avenue Orangeburg, SC 29118	531-2200	533-6503	cms.ocsd5.net
10. Robert E. Howard Middle School	1255 Belleville Road Orangeburg, SC 29115	534-5470	535-1606	hms.ocsd5.net
High Schools				
11. Bethune-Bowman Middle/High School	4857 Charleston Highway Rowesville, SC 29133	516-6011	516-6013	bbmh.ocsd5.net
12. North Middle/High School	692 Cromer Avenue North, SC 29112	247-2541	247-5090	nmh.ocsd5.net
13. Orangeburg-Wilkinson High School	601 Bruin Parkway Orangeburg, SC 29115	534-6180	533-6310	ow.ocsd5.net
14. The Technology Center	3720 Magnolia Street Orangeburg, SC 29115	536-4473	533-6365	ttc.ocsd5.net
15. Nelson C. Nix Center of Excellence	3720 Magnolia Street Orangeburg, SC 29115	533-6581	516-6015	nec.ocsd5.net
16. High School for Health Professions	3720 Magnolia Street Orangeburg, SC 29115	533-6374	535-1635	hshp.ocsd5.net

English

TO SPEAKERS OF OTHER LANGUAGES (ESOL)

LISTENING (L)

Standard L1: The student will comprehend instructions given orally in English.

INDICATORS

L1.1 Follow one-step directions.
L1.2 Follow two-step directions.
L1.3 Follow multiple-step directions.

Standard L2: The student will comprehend essential elements of oral discourse in such forms as speeches, conversations, and texts read aloud in English.

INDICATORS

L2.1 Comprehend words, phrases, and simple sentences.
L2.2 Recognize and understand the main idea, purpose, or theme.
L2.3 Recognize and understand important supporting ideas and details.
L2.4 Identify the setting and the various characters who appear.
L2.5 Understand the figurative language and idiomatic expressions used.

Standard L3: The student will determine the attitude and/or perspective of a speaker who is using the English language.

INDICATORS

L3.1 Distinguish between fact and opinion.
L3.2 Identify the speaker's point of view, motivation, tone, stance, or position with regard to an issue.
L3.3 Draw inferences and conclusions and make predictions.

SPEAKING (S)

Standard S1: The student will establish conversational connections that express concrete information clearly in English.

INDICATORS

S1.1 Give simple and multiple-step directions.
S1.2 Provide personal information.
S1.3 Ask and answer simple questions.
S1.4 Use common social idioms, basic greetings, and standard repetitive phrases.

Standard S2: The student will participate in a conversation in English by making clear, logical, and detailed responses.

INDICATORS

S2.1 Identify people, places, objects, and basic concepts (e.g., numbers, days of the week, foods, occupations, time).
S2.2 Recount personal experiences and tell stories as oral responses to conversational cues.
S2.3 Summarize information and paraphrase the conversations of others.
S2.4 Use figurative language and idiomatic expressions.

Standard S3: The student will expand oral information logically and clearly in English.

INDICATORS

S3.1 Explain the elements of a conversation or a presentation by summarizing or paraphrasing it.
S3.2 Explain ideas and convey information in both temporal (i.e., sequencing) and spatial order (i.e., positional words).
S3.3 Clarify and support or refute ideas by using details, examples, and other means of elaboration.

Standard S4: The student will correctly and effectively convey his or her attitude and/or perspective in English in conversations and other forms of oral communication.

INDICATORS

S4.1 Express and establish his or her point of view by using clear and precise language.
S4.2 Defend his or her point of view by using forms of evidence such as specific details and concrete examples.
S4.3 Defend his or her point of view by making valid and appropriate appeals to the listener's reason and emotions.

READING (R)

Standard R1: The student will demonstrate pre-/early English reading skills.

INDICATORS

R1.1 Identify high-frequency words, including irregular verbs such as said, was, and is and irregular plural nouns such as mice and geese.

R1.2 Identify frequently used compound words and contractions.

R1.3 Identify relationships between words by using onsets and rimes (word families).

R1.4 Comprehend simple phrases and sentences.

R1.5 Use word clues such as the relationships between words, syntax, morphology, and cognates to decipher the meaning of unfamiliar words in phrases and sentences.

Standard R2: The student will understand key words and phrases in English.

INDICATORS

R2.1 Understand that words can have multiple meanings, both denotative and connotative.

R2.2 Use an understanding of key words and phrases to derive the meaning of simple passages.

R2.3 Use one or more strategies to determine the meanings of unfamiliar words and phrases (e.g., background or prior knowledge; contextual clues and illustrations; knowledge of morphology, syntax, phonics, word relationships; knowledge of synonyms, antonyms, homophones, homographs, cognates, and false cognates).

Standard R3: The student will comprehend instructions written in English.

INDICATORS

R3.1 Follow one-step instructions.

R3.2 Follow two-step instructions.

R3.3 Follow multiple-step instructions.

Standard R4: The student will determine the major elements of a text written in English.

INDICATORS

R4.1 Identify the central theme or problem.

R4.2 Identify the author's main purpose.

R4.3 Identify the main characters and the nature of their conflicts.

R4.4 Identify the setting.

Standard R5: The student will recognize important details in texts written in English.

INDICATORS

R5.1 Identify important supporting ideas and themes.

R5.2 Understand the meaning of information conveyed through various graphic sources (e.g., diagrams, charts, tables, simple illustrations).

Standard R6: The student will understand the content and the methodology used in texts written in English.

INDICATORS

R6.1 Draw inferences and conclusions and make predictions about main ideas, characters, and setting.

R6.2 Understand the relationship between cause and effect.

R6.3 Understand the use of compare/contrast strategies.

R6.4 Understand the chronological ordering of ideas and information.

Standard R7: The student will determine the attitude or perspective of the author and/or the characters in a text written in English.

INDICATORS

R7.1 Distinguish between fact and opinion in texts.

R7.2 Identify the author's point of view, motivation, tone, stance, or position with regard to an issue.

R7.3 Analyze the characters to determine their motivations, intentions, prejudices, and general outlook; the changes in opinion and behavior they undergo; and the nature of their interactions with the other characters.

Standard R8: The student will analyze various writing styles and forms in English texts.

INDICATORS

R8.1 Identify analogies (e.g., metaphors), symbols, patterns such as rhyming and repetition, and other rhetorical devices.

R8.2 Apply an understanding of the structure of English sentences to derive meaning from a text.

R8.3 Understand a variety of forms of writing such as personal and fictional narratives and persuasive, descriptive, and expository compositions.

WRITING (W)

Standard W1: The student will demonstrate pre-/early English writing skills.

INDICATORS

W1.1 Identify a relationship between oral and/or visual communication and written words.

W1.2 Use correct letter formation.

W1.3 Use word boundaries and directionality.

W1.4 Use high frequency words and functional vocabulary in labeling graphics and in forming phrases and sentences that express concrete as well as abstract information.

Standard W2: The student will use graphic organizers or outlines to plan, organize, and develop his or her writing in English.

INDICATORS

W2.1 Use graphic organizers or outlines to decide on appropriate content and titles for his or her compositions.

W2.2 Use graphic organizers or outlines to organize information logically.

W2.3 Use graphic organizers or outlines to write appropriate topic sentences for paragraphs on the basis of the particular subject.

W2.4 Use graphic organizers or outlines to determine the validity and appropriateness of particular details.

Standard W3: The student will write English compositions in a variety of forms.

INDICATORS

W3.1 Write personal or fictional narratives that trace a sequence of events and contain details about character and setting.

W3.2 Write persuasive and expository compositions that establish the validity of a thesis through the development of logical supporting points and concrete details.

W3.3 Write descriptive compositions that express ideas with enough clarity and detail to give the reader a clear impression of the object, person, or place described.

Standard W4: The student will revise his or her writing as well as that of others for logic, consistency, and clarity.

INDICATORS

W4.1 Revise drafts to improve coherence and the logical progression of ideas by rewriting and sharpening the focus of the topic and/or concluding sentences of key paragraphs.

W4.2 Revise drafts to improve coherence and the logical progression of ideas by adding appropriate transition words and phrases.

W4.3 Revise drafts for appropriate word choice.

W4.4 Revise drafts to achieve a consistency of style, tone, and point of view that is appropriate for the particular topic as well as the intended audience.

W4.5 Revise drafts to include a variety of sentence types as appropriate.

Standard W5: The student will correct the grammar and mechanics of his or her writing as well as that of others.

INDICATORS

W5.1 Recognize and correct word errors such as the misuse of the parts of speech (e.g., a noun incorrectly used as a verb), the inappropriate use of capitalization, and the misuse of the apostrophe.

W5.2 Recognize and correct grammatical and structural problems such as subject-verb and pronoun-antecedent agreement errors, pronoun case errors, and dangling and misplaced modifiers.

W5.3 Recognize and correct punctuation errors such as run-on sentences, comma splices, and misuse of quotation marks and the hyphen.

Good Start, Grow Smart Academic Standards

PRE-K

APPROACHES TO LEARNING

AL 1. Children engage in play as a means to develop their individual approaches to learning.
AL 2. Children show curiosity, eagerness and satisfaction as a learner.
AL 3. Children demonstrate initiative, engagement, and persistence in learning.
AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.
AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.

SOCIAL AND EMOTIONAL DEVELOPMENT

Social and Emotional Development Goal: Children use play as a vehicle to build relationships and to develop an appreciation for their own abilities and accomplishments. They learn how to interact positively with other people, form and value friendships, and express both positive and negative feelings appropriately.

SE 1. Children will demonstrate a positive sense of self.
SE 2. Children will demonstrate self control, respect and responsibility.
SE 3. Children express feelings and show concern for others.
SE 4. Children will form healthy social relationships.

ENGLISH LANGUAGE ARTS

Reading

I. Understanding and Using Literary Texts
Standard K-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.
II. Understanding and Using Informational Texts
Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats
III. Learning to Read
Standard K-3: The student will learn to read by applying

appropriate skills and strategies.

Writing

IV. Developing Written Communication
Standard K-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.

V. Producing Written Communication in a Variety of Forms
Standard K-5: The student will begin to write for a variety of purposes and audiences.

Researching

VI. Applying the Skills of Inquiry and Oral Communication
Standard K-6: The student will begin to access and use information from a variety of sources.

MATHEMATICS

I. Mathematics Processes
Standard K-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

II. Number and Operations
Standard K-2: The Student will demonstrate through the mathematical processes an emerging sense of quantity and numeral relations, sets and place values.

III. Algebra
Standard K-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns and classifications based on attributes.

IV. Geometry
Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.

V. Measurement
Standard K-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement concepts of length, weight, time and temperature.

VI. Data Analysis and Probability
Standard K-6: The student will demonstrate through mathematical processes an emerging sense of organizing and interpreting data.

PHYSICAL DEVELOPMENT AND HEALTH

Physical Development Goal: Children engage in play to develop their physical bodies

Health Goal: Children use play and other activities as a means to understand healthy behavior.

PD 1. Gross Motor Development: Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.

PD 2. Fine Motor Control: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and small object manipulation.

PD 3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness and safety.

Common Core State Standards

READING / LANGUAGE ARTS
KINDERGARTEN - GRADE 5

Introduction

On June 2, 2010, the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) released a set of state-led education standards, called the Common Core State Standards. 48 states, 2 territories and the District of Columbia have adopted these national standards. The state of South Carolina adopted the Common Core State Standards in July 2010.

The Common Core State Standards were written for English-language arts and mathematics for grades K-12. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents have a roadmap for what they need to do to help them. The purpose of the standards is to create college and career ready students.

Most people are under the misunderstanding that the Common Core State Standards Initiative is driven by federal legislation. This initiative is a state-led effort that is not part of No Child Left Behind and adoption of the Standards is in no way mandatory. States began the work to create clear, consistent standards before the Recovery Act or the Elementary and Secondary Education Act blueprint was released because this work is being driven by the needs of the states, not the federal government.

<u>Timeline for the common core standards</u>

2010 - 2011 – Adoption of Common Core State Standards

2011 - 2012 – Professional Development on the Common Core

2012 - 2013 – Transition Year

2013 - 2014 – State Test will be comprised of the standards that are common to our state standards and the Common Core Standards

2014 - 2015 – Common Core State Standards Assessment

KINDERGARTEN

READING STANDARDS FOR LITERATURE

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.

5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   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/.)
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

WRITING STANDARDS

Text Types and Purposes

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 . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE STANDARDS

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper- and lowercase letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.
   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1ST GRADE

READING STANDARDS FOR LITERATURE

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. 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.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Distinguish long from short vowel sounds in spoken single-syllable words.
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)
5. 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.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. 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).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all upper- and lowercase letters.
   b. Use common, proper, and possessive nouns.

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
e. 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).
f. Use frequently occurring adjectives.
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
h. Use determiners (e.g., articles, demonstratives).
i. Use frequently occurring prepositions (e.g., during, beyond, toward).
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize dates and names of people.
b. Use end punctuation for sentences.
c. Use commas in dates and to separate single words in a series.
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
6. 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., because).

2ND GRADE

READING STANDARDS FOR LITERATURE

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

10. 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.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. 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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. 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.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
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.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARD

Text Types and Purposes

1. 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. 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).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. 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.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage ??badge; boy ??boil).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. 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.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
6. 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., When other kids are happy that makes me happy).

3RD GRADE

READING STANDARDS LITERATURE

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. 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.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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).
8. (Not applicable to literature)
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 books from a series).

Range of Reading and Level of Text Complexity

10. 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.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. 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).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multi-syllable words.
   d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic and group related information together; 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.
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.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

Production and Distribution of Writing

4. 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.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

   (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
6. 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.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4)

Range of Writing

10. 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.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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 or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

LANGUAGE STANDARDS

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   b. Form and use regular and irregular plural nouns.
   c. Use abstract nouns (e.g., childhood).
   d. Form and use regular and irregular verbs.
   e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   f. Ensure subject-verb and pronoun-antecedent agreement.*
   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   h. Use coordinating and subordinating conjunctions.
   i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize appropriate words in titles.
   b. Use commas in addresses.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
   f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.*
   b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
   b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
6. 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.,After dinner that night we went looking for them).

4TH GRADE

READING STANDARDS LITERATURE

Key Ideas

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
8. (Not applicable to literature)
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view 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. Provide a concluding statement or section related to the opinion presented.
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 comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to 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 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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 4 Reading standards to literature (e.g., "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].").
   b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Range of Writing

10. 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.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
   d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
   b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
   e. Form and use prepositional phrases.
   f. Produce complete sentences, recognizing and correcting inappro-

priate fragments and run-ons.*
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases to convey ideas precisely.*
b. Choose punctuation for effect.*
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

5TH GRADE

READING STANDARDS LITERATURE

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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).
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view 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. Provide a concluding statement or section related to the opinion presented.
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 logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to 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, 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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to & including grade 5.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

10. 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.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c. Use verb tense to convey various times, sequences, states, and conditions.
d. Recognize and correct inappropriate shifts in verb tense.*
e. Use correlative conjunctions (e.g., either/or, neither/nor).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use punctuation to separate items in a series.*
b. Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
d. Use underlining, quotation marks, or italics to indicate titles of works.

e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figurative language, including similes and metaphors, in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Common Core State Standards

MATHEMATICS
KINDERGARTEN - GRADE 5

KINDERGARTEN

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

STANDARDS

Counting and Cardinality

Know number names and the count sequence.

K.CC.1: Count to 100 by ones and by tens. K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).

Counting to tell the number of objects.

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Comparing numbers.

K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.)

K.CC.7: Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem -- this applies wherever drawings are mentioned in the Standards.)

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

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

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

K.OA.5: Fluently add and subtract within 5.

Number and Operations in Base Ten

Working with numbers 11 – 19 to gain foundations for place value.

K.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 +8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes.

K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

K.MD.3: Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.2: Correctly name shapes regardless of their orientations or overall size.

K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

K.G.4: Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

FIRST GRADE

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

STANDARDS

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.3: Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)

1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

Add and subtract within 20.

1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Work with addition and subtraction equations.

1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to 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 = ?.

Number and Operations in Base Ten

Extend the counting sequence.

1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
a. 10 can be thought of as a bundle of ten ones — called a "ten."
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data

Measure lengths indirectly and by iterating length units.

1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Tell and write time.

1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

1.MD.4: 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.

1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional

shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn formal names such as "right rectangular prism.")

1.G.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.

SECOND GRADE

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

STANDARDS

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Add and subtract within 20.

2.OA.2: Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Work with equal groups of objects to gain foundations for multiplication.

2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

2.OA.4: 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.

Number and Operations in Base Ten

Understand place value.

2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

a. 100 can be thought of as a bundle of ten tens – called a "hundred."

b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Use place value understanding and properties of operations to add and subtract.

2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2.NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations. (Note: Explanations may be supported by drawings or objects.)

Measurement and Data

Measure and estimate lengths in standard units.

2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.2: Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Relate addition and subtraction to length.

2.MD.5: 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.

2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Work with time and money.

2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8: 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?

Represent and interpret data.

2.MD.9: 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.

2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

Geometry

Reason with shapes and their attributes.

2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Note: Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

THIRD GRADE

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

STANDARDS

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

3.OA.1: Interpret products of whole numbers, e.g., interpret 5 x 7 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 5 x 7.

3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a 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 56 ÷ 8.

3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.4: 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 8 x ? = 48, 5 = ÷ 3, 6 x 6 = ?.

Understand properties of multiplication and the relationship between multiplication and division.

3.OA.5: Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)

3.OA.6: Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.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. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order -- Order of Operations.)

3.OA.9: 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.

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic. *(Note: A range of algorithms may be used.)*

3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

Number and Operations - Fractions

Develop understanding of fractions as numbers.

Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

3.NF.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.

3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.
a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
b. 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.
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: 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.
d. 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 >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step 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. (Note: Excludes multiplicative comparison problems -- problems involving notions of "times as much".)

Represent and interpret data.

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

3.MD.4: 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.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.
a. 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.
b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.

3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7: Relate area to the operations of multiplication and addition.
a. 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.
b. 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.
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning.
d. 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.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry

Reason with shapes and their attributes.

3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.G.2: 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 1/4 of the area of the shape.

FOURTH GRADE

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

STANDARDS

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

4.OA.1: Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 ? 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.3: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4.OA.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.

Generate and analyze patterns.

4.OA.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. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten *Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.*

Generalize place value understanding for multi-digit whole numbers.

4.NBT.1: Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

4.NBT.2: 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 >, =, and < symbols to record the results of comparisons.

4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.

4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole

number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations – Fractions - *Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, & 100.*

Extend understanding of fraction equivalence and ordering.

4.NF.1: Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4.NF.3: Understand a fraction a/b with a > 1 as a sum of fractions 1/*b*.
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4).
b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.)
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

Understand decimal notation for fractions, and compare decimal fractions.

4.NF.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. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)

4.NF.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.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 with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

4.MD.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Represent and interpret data.

4.MD.4: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Geometric measurement: understand concepts of angle and measure angles.

4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one- degree angle," and can be used to measure angles.
b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

4.MD.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

FIFTH GRADE

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

STANDARDS

Operations and Algebraic Thinking

Write and interpret numerical expressions.

5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.

Analyze patterns and relationships.

5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

Number and Operations in Base Ten

Understand the place value system.

5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

5.NBT.3: Read, write, and compare decimals to thousandths.
a. Read and write decimals to thousandths using base- ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

5.NBT.4: Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations - Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5.NF.3: Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and then when 3 wholes are shared equally amount 4 people each person has share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.)
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NF.5: Interpret multiplication as scaling (resizing), by:
a. 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.
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (nxa)/(nxb) to the effect of multiplying a/b by 1.

5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) x 4 = 1/3.
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4.
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Measurement and Data

Convert like measurement units within a given measurement system.

5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

Represent and interpret data.

5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. 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.

b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of *n* cubic units.

5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

a. 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. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas V = l x w x h and V = b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. 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.

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

5.G.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 x-coordinate, y-axis and y-coordinate).

5.G.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Classify two-dimensional figures into categories based on their properties.

5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5.G.4: Classify two-dimensional figures in a hierarchy based on properties.

Curriculum Standards

SCIENCE
KINDERGARTEN - GRADE 5

KINDERGARTEN

SCIENTIFIC INQUIRY

The skills of scientific inquiry, including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Kindergarten students must therefore demonstrate an understanding of the specific content of these indicators.

Standard K-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Indicators

K-1.1 Identify observed objects or events by using the senses.
K-1.2 Use tools (including magnifier and eyedropper) safely, accurately, and appropriately when gathering specific data.
K-1.3 Predict and explain information or events based on observation or previous experience.
K-1.4 Compare objects by using nonstandard units of measurement.
K-1.5 Use appropriate safety procedures when conducting investigations.

CHARACTERISTICS OF ORGANISMS

Standard K-2: The student will demonstrate an understanding of the characteristics of organisms. (Life Science)

Indicators

K-2.1 Recognize what organisms need to stay alive (including air, water, food, and shelter).
K-2.2 Identify examples of organisms and non-living things.
K-2.3 Match parents with their offspring to show that plants an animals closely resemble their parents.
K-2.4 Compare individual examples of a particular type of plant or animal to determine that there are differences among individuals.
K-2.5 Recognize that all organisms go through stages of growth and change called life cycles.

MY BODY

Standard K-3: The student will demonstrate an understanding of the distinct structures of human body and the different functions they serve. (Life Science)

Indicators

K-3.1 Identify the distinct structures in the human body that are for walking, holding, touching, seeing, smelling, hearing, talking, and tasting.
K-3.2 Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin).

SEASONAL CHANGES

Standard K-4: The student will demonstrate an understanding of seasonal weather changes. (Earth Science)

Indicators

K-4.1 Identify weather changes that occur from day to day.
K-4.2 Compare the weather patterns that occur from season to season.
K-4.3 Summarize ways that the seasons affect plants and animals.

EXPLORING MATTER

Standard K-5: The student will demonstrate the understanding that objects can be described by their observable properties. (Physical Science)

Indicators

K-5.1 Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float in water).
K-5.2 Compare the properties of different types of materials (including wood, plastic, metal, cloth, and paper) from which objects are made.

GRADE 1

SCIENTIFIC INQUIRY

The skills of scientific inquiry, including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators fro all of their earlier grade levels.

Standard 1-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Indicators

1-1.1 Compare, classify, and sequence objects by number, shape,

texture, size, color, and motion, using standard English units of measurement where appropriate.
1-1.2 Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
1-1.3 Carry out simple scientific investigations when given clear directions.
1-1.4 Use appropriate safety procedures when conducting investigations.

PLANTS

Standard 1-2: The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

Indicators

1-2.1 Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.
1-2.2 Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).
1-2.3 Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).
1-2.4 Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).
1-2.5 Explain how distinct environments throughout the world support the life of different types of plants.
1-2.6 Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.

SUN AND MOON

Standard 1-3: The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)

Indicators

1-3.1 Compare the features of the day and night sky.
1-3.2 Recall that the Sun is a source of heat and light for Earth.
1-3.3 Recognize that the Sun and the Moon appear to rise and set.
1-3.4 Illustrate changes in the Moon's appearance (including patterns over time).

EARTH MATERIALS

Standard 1-4: The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)

Indicators

1-4.1 Recognize the composition of Earth (including rocks, sand, soil, and water).
1-4.2 Classify rocks and sand by their physical appearance .
1-4.3 Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants).
1-4.4 Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).
1-4.5 Illustrate the locations of water on Earth by using drawings, maps, or models.
1-4.6 Exemplify Earth materials that are used for building structures or for growing plants.

EXPLORING MOTION

Standard 1-5: The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)

Indicators

1-5.1 Identify the location of an object relative to another object.
1-5.2 Explain the importance of pushing and pulling to the motion of an object.
1-5.3 Illustrate the fact that sound is produced by vibrating objects.
1-5.4 Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular).

GRADE 2

SCIENTIFIC INQUIRY

The skills of scientific inquiry,including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators from all of their earlier grade levels.

Standard 2-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Indicators

2-1.1 Carry out simple scientific investigations to answer questions about familiar objects and events.
2-1.2 Use tools (including thermometers, rain gauges, balances, and measuring cups) safely, accurately, and appropriately when gathering specific data in US customary (English) and metric units of measurement.
2-1.3 Represent and communicate simple data and explanations through drawings, tables, pictographs, bar graphs, and oral and written language.
2-1.4 Infer explanations regarding scientific observations and experiences.
2-1.5 Use appropriate safety procedures when conducting investigations.

ANIMALS

Standard 2-2: The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own instinct environments. (Life Science)

Indicators

2-2.1 Recall the basic needs of animals (including air, water, food, and shelter) for energy, growth, and protection.
2-2.2 Classify animals (including mammals, birds, amphibian, reptiles, fish, and insects) according to their physical characteristics.
2-2.3 Explain how distinct environments throughout the world support the life of different types of animals.
2-2.4 Summarize the interdependence between animals and plants as sources of food and shelter.
2-2.5 Illustrate the various life cycles of animals (including birth and the stages of development).

WEATHER

Standard 2-3: The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)

Indicators

2-3.1 Explain the effects of moving air as it interacts with objects.
2-3.2 Recall weather terminology (including temperature, wind direction, wind speed, and precipitation as rain, snow, sleet, and hail).
2-3.3 Illustrate the weather conditions of different seasons.
2-3.4 Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beaufort scale, and wind direction as measured with a windsock or wind vane).
2-3.5 Use pictorial weather symbols to record observable sky conditions.
2-3.6 Identify safety precautions that one should take during severe weather conditions.

PROPERTIES AND CHANGES IN MATTER

Standard 2-4: The student will demonstrate an understanding of the properties of matter and the changes that matter undergoes. (Physical Science)

Indicators

2-4.1 Recall the properties of solids and liquids.
2-4.2 Exemplify matter that changes from a solid to a liquid and from a liquid to a solid.
2-4.3 Explain how matter can be changed in ways such as heating or cooling, cutting or tearing, bending or stretching.
2-4.4 Recognize that different materials can be mixed together and then separated again.

MAGNETISM

Standard 2-5: The student will demonstrate an understanding of force and motion by applying the properties of magnetism. (Physical Science)

Indicators

2-5.1 Use magnets to make an object move without being touched.
2-5.2 Explain how the poles of magnets affect each other (that is, the attract and repel one another).
2-5.3 Compare the effect of magnets on various materials.
2-5.4 Identify everyday uses of magnets.

GRADE 3

SCIENTIFIC INQUIRY

The skills of scientific inquiry, including a knowledge of the use of

tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators from all of their earlier grade levels.

Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Indicators

3-1.1 Classify objects by to of their properties (attributes).
3-1.2 Classify objects or events in sequential order.
3-1.3 Generate questions such as "what if?" or "how?" about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.
3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.
3-1.5 Use tools (including beakers, meter tapes and sticks, forceps/ tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data.
3-1.6 Infer meaning from data communicated in graphs, tables, and diagrams.
3-1.7 Explain why similar investigations might produce different results.
3-1.8 Use appropriate safety procedures when conducting investigations.

HABITATS AND ADAPTATIONS

Standard 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats (Life Science)

Indicators

3-2.1 Illustrate the life cycles of seed plants and various animals and summarize how they grow an are adapted to conditions within their habitats.
3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color and response to light for plants).
3-2.3 Recall the characteristics of an organism's habitat that allow the organism to survive there.
3-2.4 Explain how changes in the habitats of plants and animals affect their survival.
3-2.5 Summarize the organization of simple food chains (including the roles of producers, consumers, and decomposers).

EARTH'S MATERIALS AND CHANGE

Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)

Indicators

3-3.1 Classify rocks (including sedimentary, igneous, and metamorphic) and soils (including humus, clay, sand, and silt) on the basis of their properties.
3-3.2 Identify common minerals on the basis of their properties by using a minerals identification key.

3-3.3 Recognize types of fossils (including molds, casts, and preserved pats of plants and animals).
3-3.4 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.
3-3.5 Illustrate Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
3-3.6 Illustrate Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.
3-3.7 Exemplify Earth materials that are used as fuel, as a resource for building materials, and as a medium for growing plants.
3-3.8 Illustrate changes in Earth's surface that are due to slow processes (including weathering, erosion, and deposition) and changes that are due to rapid processes (including landslides, volcanic eruptions, floods, and earthquakes).

HEAT AND CHANGES IN MATTER

Standard 3-4: The student will demonstrate an understanding of the changes in matter that are caused by heat.

Indicators

3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.
3-4.2 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating).
3-4.3 Explain how heat moves easily from one object to another through direct contact in some materials (called conductors) and not so easily through other materials (called insulators).
3-4.4 Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity).

MOTION AND SOUND

Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)

Indicators

3-5.1 Identify the position of an object relative to a reference point by using position terms such as "above," "below," "inside of," "underneath," or "on top of" and a distance scale or measurement.
3-5.2 Compare the motion of common objects in terms of speed and direction.
3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object.
3-5.4 Explain the relationship between the motion of an object and the pull of gravity.
3-5.5 Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.
3-5.6 Compare the pitch and volume of different sounds.
3-5.7 Recognize ways to change the volume of sounds.
3-5.8 Explain how the vibration of an object affects pitch.

GRADE 4

SCIENTIFIC INQUIRY

The skills of scientific inquiry, including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators from all of their earlier grade levels.

Standard 4-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

Indicators

4-1.1 Classify observations as either quantitative or qualitative.
4-1.2 Use appropriate instruments and tools (including a compass, an anemometer, mirrors, and a prism) safely and accurately when conducting simple investigations.
4-1.3 Summarize the characteristics of a simple scientific investigation that represent a fair test (including a question that identifies the problem, a prediction that indicates a possible outcome, a process that tests one manipulated variable at a time, and results that are communicated and explained).
4-1.4 Distinguish among observations, predictions, and inferences.
4-1.5 Recognize the correct placement of variables on a line graph.
4-1.6 Construct and interpret diagrams, tables, and graphs made from

recorded measurements and observations.

4-1.7 Use appropriate safety procedures when conducting investigations.

ORGANISMS AND THEIR ENVIRONMENTS

Standard 4-2: The student will demonstrate an understanding of the characteristics and patterns of behavior that allow organisms to survive in their own distinct environments. (Life Science)

Indicators

4-2.1 Classify organisms into major groups (including plants or animals, flowering or non-flowering plants, and vertebrates [fish, amphibians, reptiles, birds, and mammals] or invertebrates) according to their physical characteristics.

4-2.2 Explain how the characteristics of distinct environments (including swamps, rivers and streams, tropical rain forests, deserts, and the polar regions) influence the variety of organisms in each.

4-2.3 Explain how humans and other animals use their senses and sensory organs to detect signals from the environment and how their behaviors are influenced by these signals.

4-2.4 Distinguish between the characteristics of an organism that are inherited and those that are acquired over time.

4-2.5 Explain how an organism's patterns of behavior are related to its environment (including the kinds and the number of other organisms present, the availability of food and other resources, and the physical characteristics of the environment).

4-2.6 Explain how organisms cause changes in their environment.

ASTRONOMY

Standard 4-3: The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

Indicators

4-3.1 Recall that Earth is one of many planets in the solar system that orbit the Sun.

4-3.2 Compare the properties (including the type of surface and atmosphere) and the location of Earth to the Sun, which is a star, and the Moon.

4-3.3 Explain how the Sun affects Earth.

4-3.4 Explain how the tilt of Earth' axis and the revolution around the Sun results in the seasons of the year.

4-3.5 Explain how the rotation of Earth results in day and night.

4-3.6 Illustrate the phases of the Moon and the Moon's effect on ocean tides.

4-3.7 Interpret the change in the length of shadows during the day in relation to the position of the Sun in the sky.

4-3.8 Recognize the purpose of telescopes.

WEATHER

Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)

Indicators

4-4.1 Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).

4-4.2 Classify clouds according to their three basic types (cumulus, cirrus, and stratus) and summarize how clouds form.

4-4.3 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) ad patterns.

4-4.4 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and related safety concerns.

4-4.5 Carry out the procedures for data collecting and measuring weather conditions (including wind speed and direction, precipitation, and temperature) by using appropriate tools and instruments.

4-4.6 Predict weather from data collected through observation and measurements.

PROPERTIES OF LIGHT AND ELECTRICITY

Standard 4-5: The student will demonstrate an understanding of the properties of light and electricity. (Physical Science)

Indicators

4-5.1 Summarize the basic properties of light (including brightness and colors).

4-5.2 Illustrate the fact that light, as a form of energy is made up of many different colors.

4-5.3 Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).

4-5.4 Compare how light behaves when it strikes transparent, translucent, and opaque materials.

4-5.5 Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).

4-5.6 Summarize the functions of the components of complete circuits (including wire, switch, battery, and light bulb).

4-5.7 Illustrate the path of electric current in series and parallel circuits.

4-5.8 Classify materials as either conductors or insulators of electricity.

4-5.9 Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength).

4-5.10 Summarize the factors that affect the strength of an electromagnet.

GRADE 5

SCIENTIFIC INQUIRY

The skills of scientific inquiry, including a knowledge of the use of tools, will be assessed cumulatively on statewide tests. Students will therefore be responsible for the scientific inquiry indicators from all of their earlier grade levels.

Standard 5-1: The student will demonstrate an understanding of scientific inquiry, including the foundations of technological design and the processes, skills, and mathematical thinking necessary to conduct a controlled scientific investigation.

Indicators

5-1.1 Identify questions suitable for generating a hypothesis.

5-1.2 Identify independent (manipulated),dependent (responding), and controlled variables in an experiment.

5-1.3 Plan and conduct controlled scientific investigations manipulating one variable at a time.

5-1.4 Use appropriate tools and instruments (including a timing device and a 10x magnifier) safely and accurately when conducting a controlled scientific investigation.

5-1.5 Construct a line graph from recorded data with correct placement of independent (manipulated) and dependent (responding) variables.

5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the findings of the evaluation in oral or written form.

5-1.7 Use a simple technological design process to develop a solution or a product, communicating the design by using descriptions, models, and drawings.

5-1.8 Use appropriate safety procedures when conducting investigations.

ECOSYSTEMS: TERRESTRIAL AND AQUATIC

Standard 5-2: The student will demonstrate an understanding of relationships among biotic and abiotic factor within terrestrial and aquatic ecosystems. (Life Science)

Indicators

5-2.1 Recall the cell as the smallest unit of life and identify its major structures (including cell membrane, cytoplasm, nucleus, and vacuole).

5-2.2 Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.

5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).

5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem, considering producers and consumers (herbivores, carnivores, and omnivores), decomposers (microorganisms, termites, worms, and fungi), predators and prey, and parasites and hosts.

5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.

LANDFORMS AND OCEANS

Standard 5-3: The student will demonstrate an understanding of features, processes, and changes in Earth's land and oceans. (Earth Science)

Indicators

5-.1 Explain how natural processes (including weathering, erosion, deposition, landslides, volcanic eruptions, earthquakes, and floods) affect Earth's oceans and land in constructive and destructive ways.

5-3.2 Illustrate the geologic landforms of the ocean floor (including the continental shelf and slope, the mid-ocean ridge, rift zone, trench, and the ocean basin).

5-3.3 Compare continental and oceanic landforms.

5-3.4 Explain how waves, currents, tides, and storms affect the geologic features of the ocean shore zone (including beaches, barrier islands, estuaries, and inlets).

5-3.5 Compare the movement of water by waves, currents, and tides.

5-3.6 Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.

PROPERTIES OF MATTER

Standard 5-4: The student will demonstrate an understanding of properties of matter. (Physical Science)

Indicators

5-4.1 Recall that matter is made up of particles too small to be seen.

5-4.2 Compare the physical properties of the states of matter (including volume, shape, and the movement and spacing of particles).

5-4.3 Summarize the characteristics of a mixture, recognizing a solution as a kind of mixture.

5-4.4 Use the processes of filtration, sifting, magnetic attraction, evaporation, chromatography, and floatation to separate mixtures.

5-4.5 Explain how the solute and the solvent in a solution determine the concentration.

5-4.6 Explain how temperature change, particle size, and stirring affect the rate of dissolving.

5-4.7 Illustrate the fact that when some substances are mixed together, they chemically combine to form a new substance that cannot easily be separated.

5-4.8 Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.

FORCES AND MOTION

Standard 5-5: The student will demonstrate an understanding of the nature of force and motion. (Physical Science)

Indicators

5-5.1 Illustrate the affects of force (including magnetism, gravity, and friction) on motion.

5-5.2 Summarize the motion of an object in terms of position, direction, and speed.

55.3 Explain how unbalanced forces affect the rate and direction of motion in objects.

5-5.4 Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).

5-5.5 Use a graph to illustrate the motion of an object.

5-5.6 Explain how a change of force or a change in mass affects the motion of an object.

S.C. Social Studies Academic Standards

KINDERGARTEN - GRADE 5

KINDERGARTEN

FOUNDATIONS OF SOCIAL STUDIES: CHILDREN AS CITIZENS

Social studies in kindergarten focuses on those aspects of living that affect the children and their families. The classroom serves as a model of society in which decisions are made with a sense of individual responsibility and with respect for the rules by which we all must live. The students learn about the nature of their physical environment—home, school, neighborhood, and town, including how the people in their community provide goods and services. They also learn about the role of families now and in the past; the need for rules and authority; and the values of American democracy as reflected in the traditions and history of the nation.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most appropriate skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

FOUNDATIONS OF SOCIAL STUDIES: CHILDREN AS CITIZENS

Standard K-1: The student will demonstrate an understanding of his or her surroundings.

Enduring Understanding

Maps and other geographic representations can communicate information about the location and features of one's surroundings. To access and utilize geographic information efficiently, effectively, and accurately, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

K-1.1 Identify the location of his or her home, school, neighborhood, and city or town on a map.

K-1.2 Illustrate the features of his or her home, school, and neighborhood by creating maps, models, and drawings.

K-1.3 Identify his or her personal connections to places, including home, school, neighborhood, and city or town.

K-1.4 Recognize natural features of his or her environment (e.g., mountains and bodies of water).

Standard K-2: The student will demonstrate an understanding of the purpose of rules and the role of authority figures in a child's life.

Enduring Understanding

Rules and authority figures provide order, security, and safety in the home, school, and larger community. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

K-2.1 Explain the purpose of rules and laws and the consequences of breaking them.

K-2.2 Summarize the roles of authority figures in a child's life, including those of parents and teachers.

K-2.3 Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.

K-2.4 Explain how following rules and obeying authority figures reflect qualities of good citizenship, including honesty, responsibility, respect, fairness, and patriotism.

Standard K-3: The student will demonstrate an understanding of the values that American democracy represents and upholds.

Enduring Understanding

The core values of American democracy are reflected in the traditions and history of our country. To make connections among those traditions, history, and values, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

K-3.1 Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and "The Star-Spangled Banner."

K-3.2 Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.

K-3.3 Describe the actions of important figures that reflect the values of American **democracy**, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.

Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past.

Enduring Understanding

We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

K-4.1 Compare the daily lives of children and their families in the past and in the present.

K-4.2 Explain how changes in modes of transportation and communication have affected the way families live and work together.

K-4.3 Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.

K-4.4 Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present

GRADE 1

FOUNDATIONS OF SOCIAL STUDIES: FAMILIES

The focus for social studies in the first grade is the family in America and in other countries around the world. Students explore their own **culture** and then expand their study to other lands and peoples to learn about the ways that those families live and work. They also learn about the connections between families and the environment and explore the concept of government, including the role of government in making and enforcing laws.

FOUNDATIONS OF SOCIAL STUDIES: FAMILIES

Standard 1-1: The student will demonstrate an understanding of how families interact with their environment both locally and globally.

Enduring Understanding

People interact not only with each other and but also with the environment. To demonstrate an understanding of the connections between people and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

1-1.1 Identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.

1-1.2 Compare schools and neighborhoods that are located in different settings around the world.

1-1.3 Identify various natural resources (e.g., water, animals, plants, minerals) around the world.

1-1.4 Compare the ways that people use land and natural resources in different settings around the world.

Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families.

Enduring Understanding

Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental processes, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

1-2.1 Explain the making and enforcing of laws as a basic function of government.

1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials.

1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security.

1-2.4 Summarize the possible consequences of an absence of government.

Standard 1-3: The student will demonstrate an understanding of the principles of American **democracy** and the role of citizens in upholding those principles.

Enduring Understanding

The principles of American **democracy** are reflected in the rights, responsibilities, and actions of citizens both in the past and in the present. To participate effectively in civic life by acting responsibly with the interest of the larger community in mind, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

1-3.1 Describe the fundamental principles of American **democracy**, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.

1-3.2 Identify ways that all citizens can serve the common good, including serving as public officials and participating in the election process.

1-3.3 Summarize the contributions to **democracy** that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.

Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world.

Enduring Understanding

People from various cultures are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across cultures, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

1-4.1 Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.

1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.

1-4.3 Identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.

1-4.4 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.

GRADE 2

FOUNDATIONS OF SOCIAL STUDIES: COMMUNITIES

The focus for social studies in grade two is on communities and the diverse **cultures** that have contributed to the nation's heritage. Students examine not only the geographic locations but also the cultural

characteristics and contributions that have shaped communities and regions. They continue their study of government by identifying its functions and its leaders. Additionally, students focus on the fact the public's choices about what to buy determines what goods and services are produced.

FOUNDATIONS OF SOCIAL STUDIES: COMMUNITIES

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding

Geography influences the development of communities. To understand the connections between communities and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.

2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.

2-1.3 Recognize the features of urban, suburban, and rural areas of the local region.

2-1.4 Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.

2-1.5 Identify on a map or globe the location of his or her local community, state, nation, and continent.

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Enduring Understanding

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.

2-2.2 Recognize different types of laws and those people who have the power and authority to enforce them.

2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.

2-2.4 Explain the role of elected leaders, including mayor, governor, and president.

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

Enduring Understanding

People's choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

2-3.1 Summarize the role of community workers who provide goods and services.

2-3.2 Explain how people's choices about what to buy will determine what goods and services are produced.

2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.

2-3.4 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.

2-3.5 Explain the effects of **supply** and **demand** on the price of goods and services.

Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Enduring Understanding

Diverse cultures have contributed to our nation's heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.

2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.

2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.

2-4.4 Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.

GRADE 3

SOUTH CAROLINA STUDIES

The exceptional story of South Carolina is the focus of third-grade social studies. Building upon the economic, geographic, political, and historical concepts learned in the primary grades, students will discover how a variety of cultural influences have interacted to create a unique and diverse society within our state. Students will begin to understand South Carolina's influential role and place within the greater context of United States history. Students completing third- grade social studies will then be prepared to build on their learning as they move to a study of United States history in the fourth and fifth grades.

SOUTH CAROLINA SOCIAL STUDIES

Standard 3-1: The student will demonstrate an understanding of places and regions in South Carolina and the role of human systems in the state.

Enduring Understanding

People utilize, adapt to, and modify the physical environment to meet their needs. They also identify regions based on geographic and human characteristics to help them interpret Earth's complexity. To understand how people interact with the physical environment, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

3-1.1 Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.

3-1.2 Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.

3-1.3 Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on **population distribution**, patterns of migration, access to natural resources, and economic development.

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina.

Enduring Understanding

The inhabitants of the early Carolina colony included native, immigrant, and enslaved peoples. To understand how these various groups interacted to form a new and unique **culture**, the student will utilize the knowledge and skills set forth in the following indicators

Indicators

3-2.1 Compare the **culture**, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

3-2.2 Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.

3-2.3 Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.

3-2.4 Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.

3-2.5 Explain the role of Africans in developing the **culture** and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah **culture**; and their resistance to slavery.

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

Enduring Understanding

People establish governments to provide stability and ensure the protec-

tion of their rights as citizens. To understand the causes and results of the American Revolution on South Carolina, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

3-3.1 Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.

3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.

3-3.3 Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.

3-3.4 Summarize the effects of the American Revolution, including the establishment of state and national governments.

3-3.5 Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.

Standard 3-4: The student will demonstrate an understanding of life in the **antebellum** period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina.

Enduring Understanding

South Carolina played a key role in events that occurred before, during, and after the Civil War; and those events, in turn, greatly affected the state. To understand South Carolina's experiences during this tumultuous time, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

3-4.1 Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.

3-4.2 Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.

3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.

3-4.4 Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the Hunley submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.

3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.

3-4.6 Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping; racial advancements and tensions; and the attempts to rebuild towns, factories, and farms.

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century.

Enduring Understanding

South Carolina experienced major economic, political, and social changes during the late nineteenth and the twentieth century. To understand the effects of these changes, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

3-5.1 Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of **Jim Crow laws**, the rise and fall of textile markets, and the expansion of the railroad.

3-5.2 Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including **discrimination** and unemployment; poor sanitation and transportation services; and the lack of electricity and other modern conveniences in rural locations.

3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.

3-5.4 Summarize the social and economic impact of World War II and the **Cold War** on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.

3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of **Jim Crow laws**; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote.

3-5.6 Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.

GRADE 4

UNITED STATES STUDIES TO 1865

The social studies standards in grades four and five are a comprehensive history of the United States. The first part of this story, which dates from the exploration of the New World to the end of the Civil War, is the focus for grade four. Students learn about the contributions of Native Americans, the exploration and settlement by the Europeans, the beginnings of the United States as a nation, the westward expansion and its implications, and the problems that tore the nation apart and caused a civil war. Students also explore the documents, people, and events that have made the United States what it is today.

UNITED STATES STUDIES TO 1865

Standard 4-1: The student will demonstrate an understanding of political, economic, and geographic reasons for the exploration of the New World.

Enduring Understanding

The rewards that were reaped from the exploration of the New World far outweighed the risks that were involved. To understand the motivations for exploration and the cause-and-effect relationships between its risks and rewards, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

4-1.1 Summarize the spread of Native American populations using the Landbridge Theory.

4-1.2 Compare the everyday life, physical environment, and **culture** of the major Native American cultural groupings, including the Eastern Woodlands, the Plains, the Southwest, the Great Basin, and the Pacific Northwest.

4-1.3 Explain the political, economic, and technological factors that led to the exploration of the new world by Spain, Portugal, France, the Netherlands, and England, including the competition between nations, the expansion of international trade, and the technological advances in shipbuilding and navigation.

4-1.4 Summarize the accomplishments of the Vikings and the Portuguese, Spanish, English, and French explorers, including Leif Eriksson, Columbus, Hernando de Soto, Magellan, Henry Hudson, John Cabot, and La Salle.

Standard 4-2: The student will demonstrate an understanding of how the set_tlement of North America was influenced by the interactions of Native Amer_icans, Europeans, and Africans.

Enduring Understanding

The interaction among peoples from three different continents created a distinctly American culture. To understand the contributions made by Native Americans, Europeans, and Africans to the settlement of North America, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

4-2.1 Summarize the cause-and-effect relationships of the **Columbian Exchange**.

4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.

4-2.3 Explain the impact of the triangular trade, indentured servitude, and the enslaved and free Africans on the developing culture and economy of North America.

4-2.4 Summarize the relationships among the Native Americans, Europeans, and Africans, including the French and Indian Wars, the slave revolts, and the conduct of trade.

Standard 4-3: The student will demonstrate an understanding of the conflict between the American colonies and England.

Enduring Understanding

Revolutions result from resistance to conditions that are perceived as unfair by the people who are demanding change. The changes brought about by revolution can be both positive and negative. To understand the results of the conflict between the American colonies and England, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

4-3.1 Explain the major political and economic factors leading to the American Revolution, including the French and Indian War, the Stamp Act, the Tea Act, and the Intolerable Acts as well as American resistance to these acts through boycotts, petitions, and congresses.

4-3.2 Explain the significance of major ideas and philosophies of government reflected in the Declaration of Independence.

4-3.3 Summarize the importance of the key battles of the Revolutionary War and the reasons for American victories including Lexington and Concord, Bunker (Breed's) Hill, Charleston, Saratoga, Cowpens, and Yorktown.

4-3.4 Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.

Standard 4-4: The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government.

Enduring Understanding

After independence was declared, Americans were faced with creating a new form of government that would embody the ideals for which they had fought. To understand the development of these United States into a new nation, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

4-4.1 Compare the ideas in the Articles of Confederation with those in the United States Constitution, including how powers are now shared between state and national government and how individuals and states are represented in Congress.

4-4.2 Explain the structure and function of the legislative, executive, and judicial branches of the federal government.

4-4.3 Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.

4-4.4 Compare the roles and accomplishments of early leaders in the development of the new nation, including George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, John Marshall, and James Madison.

4-4.5 Compare the social and economic policies of the two political parties that were formed in America in the 1790s.

Standard 4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.

Enduring Understanding

The new century saw the United States transformed by exponential growth through land acquisitions in the West. This expansion resulted in harm to Native Americans and continued the debate on the "peculiar institution" of slavery. To understand the impact of westward expansion on the United States as a whole, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

4-5.1 Summarize the major expeditions that played a role in westward expansion including those of Daniel Boone, Lewis and Clark, and Zebulon Pike.

4-5.2 Explain the motivations and methods of migrants and immigrants, who moved West, including economic opportunities, the availability of rich land, and the country's belief in Manifest Destiny.

4-5.3 Explain the purpose, location, and impact of key United States acquisitions in the first half of the nineteenth century, including the Louisiana Purchase, the Florida Purchase, the Oregon Treaty, the annexation of Texas, and the Mexican Cession.

4-5.4 Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act of 1830.

4-5.5 Explain how the Missouri Compromise, the fugitive slave laws, the annexation of Texas, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision affected the institution of slavery in the United States and its territories.

Standard 4-6: The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

Enduring Understanding

Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through civil war, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

4-6.1 Explain the significant economic and geographic differences between the North and South.

4-6.2 Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.

4-6.3 Explain the specific events and issues that led to the Civil War, including **sectionalism**, slavery in the territories, states' rights, the presidential election of 1860, and secession.

4-6.4 Summarize significant battles, strategies, and turning points of the Civil War, including the battles of Fort Sumter and Gettysburg, the Emancipation Proclamation, the role of African Americans in the war, the surrender at Appomattox, and the assassination of President Lincoln.

4-6.5 Explain the social, economic, and political effects of the Civil War on the United States.

GRADE 5

UNITED STATES STUDIES: 1865 TO THE PRESENT

Students continue their study of the history of the United States in grade five, beginning with Reconstruction and continuing through the present day. They learn about the renewal of the country after the Civil War; the continued westward expansion; the rise of the United States as a world power; the nation's involvement in world affairs in the twentieth century; and nation's leadership role after World War II, during and after the Cold War, and into the twenty-first century. They also learn about the growing pains of the country as its citizens dealt with industrialization, the issues of women's **suffrage** and civil rights for all Americans, economic **depression** and recovery, and challenges in foreign diplomacy.

United States Studies: 1865 to the Present

Standard 5-1: The student will demonstrate an understanding of Reconstruction and its impact on the United States.

Enduring Understanding

Reconstruction was a period of great hope, incredible change, and efforts at rebuilding. To understand Reconstruction and race relations in the United States, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

5-1.1 Summarize the aims and course of Reconstruction, including the effects of Abraham Lincoln's assassination, Southern resistance to the rights of freedmen, and the agenda of Radical Republicans.

5-1.2 Explain the effects of Reconstruction, including new rights under the thirteenth, fourteenth, and fifteenth amendments; the actions of the Freedmen's Bureau; and the move from a plantation system to sharecropping.

5-1.3 Explain the purpose and motivations of subversive groups during Reconstruction and their rise to power after the withdrawal of federal troops from the South.

5-1.4 Compare the political, economic, and social effects of Reconstruction on different populations in the South and in other regions of the United States.

Standard 5-2: The student will demonstrate an understanding of the continued westward expansion of the United States.

Enduring Understanding

People moved West seeking economic opportunities. To understand the challenges faced by migrants and immigrants as they moved West and the impact of this movement on the native peoples of the region, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

5-2.1 Analyze the geographic and economic factors that influenced westward expansion and the ways that these factors affected travel and settlement, including physical features of the land; the climate and natural resources; and land ownership and other economic opportunities.

5-2.2 Summarize how technologies (such as railroads, the steel plow and barbed wire), federal policies (such as **subsidies** for the railroads and the Homestead Act), and access to natural resources affected the development of the West.

5-2.3 Identify examples of conflict and cooperation between occupational and **ethnic** groups in the West, including miners, farmers, ranchers, cowboys, Mexican and African Americans, and European and Asian immigrants.

5-2.4 Explain the social and economic effects of westward expansion on Native Americans; including opposing views on land ownership, Native American displacement, the impact of the railroad on the **culture** of the Plains Indians, armed conflict, and changes in federal policy.

Standard 5-3: The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.

Enduring Understanding

The Industrial Revolution, urbanization, and access to resources contributed to the United States becoming a world power in the early twentieth century. At the same time, discriminatory practices abounded. To understand the rise of the United States as a world power, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.

5-3.2 Explain the practice of discrimination and the passage of discriminatory laws in the United States and their impact on the rights of African Americans, including the Jim Crow laws and the ruling in Plessy v. Ferguson.

5-3.3 Summarize the significance of large-scale immigration to America, including the countries from which the people came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to the United States.

5-3.4 Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.

5-3.5 Summarize the reasons for the United States control of new territories as a result of the Spanish American War and the building of the Panama Canal, including the need for raw materials and new markets and competition with other world powers.

5-3.6 Summarize the factors that led to the involvement of the United States in World War I and the role of the United States in fighting the war.

Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s.

Enduring Understanding

Along with the rest of the world, the United States experienced a boom-and-bust period during the 1920s and 1930s. In the United States, this situation led to significant government intervention to stimulate the economy. Other countries did not follow the same course of action, however, and the resulting political instability and subsequent worldwide response consumed the world in the 1940s. To understand the role of the United States in the world during this period, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

5-4.1 Summarize daily life in the post–World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and **ethnic** conflict.

5-4.2 Summarize the causes of the Great Depression, including overproduction and declining purchasing power, the bursting of the stock market bubble in 1929, and the resulting unemployment, failed economic institutions; and the effects of the Dust Bowl.

5-4.3 Explain the American government's response to the Great Depression in the New Deal policies of President Franklin Roosevelt, including the Civilian Conservation Corps, the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Act.

5-4.4 Explain the principal events related to the involvement of the United States in World War II, including campaigns in North Africa and the Mediterranean; major battles of the European theater such as the Battle of Britain, the invasion of the Soviet Union, and the Normandy invasion; and events in the Pacific theater such as Pearl Harbor, the strategy of island-hopping, and the bombing of Hiroshima and Nagasaki.

5-4.5 Analyze the role of key figures during World War II, including Winston Churchill, Franklin D. Roosevelt, Joseph Stalin, Benito Mussolini, and Adolph Hitler.

5-4.6 Summarize key developments in technology, aviation, weaponry, and communication and their effects on World War II and the United States economy.

5-4.7 Summarize the social and political impact of World War II on the American home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national boundaries and governments.

Standard 5-5: The student will demonstrate an understanding of the social, economic and political events that influenced the United States during the **Cold War** era.

Enduring Understanding

The post–World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences. This **Cold War** affected all aspects of American life at home and abroad. To understand the impact of the **Cold War**, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

5-5.1 Explain the causes and the course of the **Cold War** between the Union of Soviet Socialist Republics (USSR) and the United States, including McCarthyism, the spread of **communism**, the Korean Conflict, Sputnik, the Berlin Wall, the Cuban Missile Crisis, and the Vietnam War.

5-5.2 Summarize the social, cultural, and economic developments that took place in the United States during the **Cold War**, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce.

5-5.3 Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, *Brown v. Board of Education*, the roles of Rosa Parks, Martin Luther King Jr., Malcolm X, the Civil Rights acts, and the Voting Rights Act.

5-5.4 Explain the international political alliances that impacted the United States in the latter part of the twentieth century, including the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries (OPEC).

Standard 5-6: The student will demonstrate an understanding of the political, social, economic, and environmental challenges faced by the United States during the period from the collapse of the Soviet Union to the present.

Enduring Understanding

Since the dissolution of the Soviet Union in 1992 and the advent of the com_puter age, the world has become more globally interdependent. To un_der_stand the world today and his or her role as an informed participatory citizen, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

5-6.1 Summarize the changes in world politics that followed the collapse of the Soviet Union and the end of Soviet domination of eastern Europe.

5-6.2 Identify places in the world where the United States is involved in humanitarian and economic efforts, including the Middle East, the Balkans, Central America, Africa, and Asia.

5-6.3 Explain the impact of the September 11, 2001, terrorist attacks on the United States, including the wars in Iraq and Afghanistan and the home-front responses to terrorism.

5-6.4 Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.

5-6.5 Identify examples of cultural exchanges, including those in food, fashion, and entertainment, that illustrate the growing global interdependence between the United States and other countries.

5-6.6 Identify issues related to the use of natural resources by the United States, including recycling, climate change, environmental hazards, and depletion that requires our reliance on foreign resources.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