

**KINDERGARTEN**

**READING:**

LITERATURE

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

RL.K.1: With prompting and support, ask and answer questions about key details in the text.

RL.K.5: Recognize common types of text (e.g., stories, poems)

RL.K.6: With prompting and support, name the author and illustrator of a text and define the role of each in telling a story.

INFORMATIONAL TEXT

RI.K.2: Identify the main topic and retell key details of a text

RI.K.7: With prompting and support describe the relationship between illustrations and text in which they appear.

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

FOUNDATIONAL SKILLS

RF.K.1: Demonstrate understanding of the organization and basic features of text.

**WRITING:**

W.K.1: Tell a topic. State an opinion or preference. Give a reason.

W.K.2: Compose an informative, explanatory text. Name what they are writing about. Supply some information about it.

W.K.7: Participation in teacher led shared research and writing projects.

**FIRST GRADE**

**READING:**

LITERATURE

RL.1.2: Retell stories including key details in sequence, and make connections that demonstrate understanding of the central message.

RL.1.3: Describe characters, setting and major events in a story using key details.

RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on wide reading of a range of text types.

INFORMATIONAL TEXT

RI.1.2: Identify the main topic and retell details of a text, making connections that demonstrate understanding of the text.

RI.1.9: Identify basic similarities and differences between two texts on the same topic.

**WRITING:**

W.1.1: Introduce the topic. State an opinion. Supply reasons. Provide a sense of closure.

W.1.2: Compose an informative, explanatory text. Name a topic. Supply some facts about the

topic. Provide some sense of closure.

W.1.3: Write narrative stories that recount what happened in sequence, which include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.7: Participate in shared research and writing projects.

## **SECOND GRADE**

### **READING:**

#### LITERATURE

RL.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

RL.2.2: Determine a story's central message, lesson, or moral.

#### INFORMATIONAL TEXT

RI.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

RI.2.5: Know and use various text features to locate key facts or information in a text efficiently.

RI.2.6: Identify the main purpose of a text including what the author wants to answer, explain, or describe.

### **WRITING:**

W.2.1: 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 (because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (Important words: Beginning, Middle, End)

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

## **THIRD GRADE**

### **READING:**

#### LITERATURE

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.

#### INFORMATIONAL TEXT

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to

the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount key details and explain how they support the main idea.

**WRITING:**

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear sequences.

W.3.7: Conduct short research projects that build knowledge about a topic.

**FOURTH GRADE**

**READING:**

LITERATURE

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words or actions).

INFORMATIONAL TEXT

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported in key details; summarize the text.

RI.4.3: 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.

RI.4.5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**WRITING:**

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information supported by facts.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, summarize, and categorize information, and provide a list of resources.

**ART:**

## **PRE-K-2**

A.1. Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.

A.2. Students identify features of composition

- a. Identify Elements of Art: color, form, line, shape, space, texture and value.
- b. Identify Principles of Design including pattern and balance.

B.1. Students use basic media, tools and techniques to create original works of art.

B.2. Students use Elements of Art and Principles of Design to create an original art works.

B.3. Students create artworks that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.

## **GRADES 3-5**

A.1. Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.

A.2. Students identify features of composition

- a. Describe Elements of Art: color, form, line, shape, space, texture, and value.
- b. Describe Principles of Design including balance, contrast, emphasis, movement, and pattern.

B.1. Students use a variety of media, tools and techniques and processes to create original works of art.

B.2. Students use Elements of Art and Principles of Design to create an original artworks including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B.3. Students create artworks that communicate ideas and feelings and meanings and demonstrate skill in the use of media, tools, techniques and processes

E.1. Students explain that the visual/performing arts help people understand history and/or world cultures.

## **SCIENCE:**

### **PRE-K-2**

E.1. Biodiversity: Students describe similarities and differences in the observable behaviors, features, and needs of plants and animals.

E.2. Ecosystems: Students understand how plants and animals depend on each other and the environment in which they live.

- a. Explained that animals use plants and other animals for food, shelter, and nesting.
- b. Compare different animals and plants that live in different environments of the world.

### **GRADES 3-5**

E.1. Biodiversity: Students compare living things based on their behaviors, external features, and environmental needs.

E.2. Ecosystems: Students describe ways organisms depend on, interact within, and change the living and non-living environment as well as the ways the environment affects organisms.