Alaka`i O Kaua`i Charter School Enrollment Plan – K-6

Grade Level	Number of Students											
	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		Capacity 2026	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	40		40		40		40		40		40	
1	50		40		40		40		40		40	
2	25		50		40		40		40		40	
3	25		25		50		40		40		40	
4	25		25		25		50		40		40	
5			25		25		25		50		40	
6					25		25		25		40	
7											40	
8											40	
Totals	165		205		245		260		275		360	

Attachment B – Enrollment Justification

2. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B.**

The demographics for Kauai school-age students are as follows:

Subject	Number	Percent
AGE		
Total population	67,091	100.0
Under 5 years	4,281	6.4
5 to 9 years	4,179	6.2
10 to 14 years	4,055	6.0
15 to 19 years	4,146	6.2

Source: http://arch.k12.hi.us,

According to this graphic, there are about 5,500 students between the ages of 5-11. Kauai is not broken down in population of areas, but the six DOE schools, plus two private schools, two charter schools and home school students will be able to fill our school. All six of the schools that will feed into us are at capacity.

Complex	Student Enrollment Total	SPED	ELL	Free & Reduced Lunch
Kapaa – Kapaa Elementary K-5	**889**	7.1%	6.5%	64.5%
Kauai – Wilcox School K-5	**807**	7.1%	6.0%	50.6%
Kauai – King Kaumualii School K-5	**593**	6.9%	11.2%	57.3%
Waimea – Kalaheo Elementary School K-5	**472**	7.4%	Not reported	44.3%
Waimea – Koloa School k-5	**384**	4.6%	6.6%	48.2%
Waimea- Ele`ele School k-5	**461**	7.2%	7.7%	53.7%

Charter

- Kawaikini Charter School -141– Hawaiian Immersion
- Kanuikapono Charter School -201 – Hawaiian Project -base

Private

- Island School (private)- 367
- St. Catherine School (private)- 162
- Olelo Christian Academy (private)- 28

Source:
http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/MediaKit/Pages/home.asp

Attached is the list of intent to enroll which is on our excel sheet and not translating well to this word.doc or pdf.

Corey Anne De Santis	4	1st; 3rd; 5th; 7th	
christine robin hendrickson	2	adan hendrickson,6th grade	ari hendrickso
julia smart	2	aiden smart, grade 7	alex smart, 5
Sarah Guillerman Dooley	1	Alana, Kindergarten	
Writen - Rachelle Clemmy	1	Anele Attix Age 3	
Benjamin Prichard	2	Anneli, 2rd Grade	Kuuipo, 2nd G
Minna Freeman	2	Anneli, 3rd.	Kuuipo, 3rd.
Joanna Wheeler	1	Ariana Wheeler pre k (born june 30,2011)	
Erin Gaines	2	Asher Kindergarten	Fia 2nd Grade
Meredith Friedman	1	Ayden Teraoka, 2nd grade	
Mana Jampa	1	Bodhi 5yrs	Bodhi Jampa
Dawn Worley	2	callie Worley, pre K	Ashlyn Worley
Elizabeth Sancho	2	Camila, kindergarten	Helena, first gr
Cheryl Garma	1	Caylee, 3rd grade	
Sonrisa Stepath	2	Cecilia, 2	Alexander, pre
Hilda morales	1	Charlotte ixchel kailani ku morales-Widmer	
Rose Simon	2	Coby, 7th grade	Christian, 5th g
Corissa Kopmann	1	Connor 6th grade	
Patricia Agustin Melendez	1	Danya, 2nd grade	
Vicki Cano-Braman	1	David Braman, 3rd grade	
Desiree Wakuta-Matsuda	2	Emily, 1st Grade	Grant, 4th Gra
Jessica Hollies	1	Eva Alohilani, 2nd Grade	
Jenni Batalucco	3	Evan 6th grade	Ella 3rd grade
Shannon McHenry	2	Evan, 7th	Cheyenne 10th
Rita Manderfeld	1	Evelyn , Kindergarten	
Erin Medeiros	1	Evora 1st grade	
Dr. Kathleen Scarbo	2	Finnegan, Kindrgarten	Adelaide, 1st g
carlie gill	1	Hallie Gill, 1st grade	
Collin Darrell	2	Harper 1st grade	Paxton 1st gra
Nicola & Robert Sherrill	2	Hudson, Kindergarten	Scarlet, 1st Ga
Written - Stephanie Kgrieger	1	Hunter Aiva - Grade Grade 2	
Karla Palamanos Bollmann	2	Ian Bollmann, 5th grade	Mateo, 1st gra
Stacey Lindberg	4	Imani, tenth grade	Abraham and
Sarah rhinelander	2	Itanu, kindergarten	Graciella, seco
Kelli Bowen	1	Jade, first grade	
Melissa Saalfeld	2	Jakob, 4th	Bodhi, preschc
Maroesjka Pedersen	1	Jazmine Pedersen- Kindergarten	
John Young	2	Jessie Young, Preschool, would start Fall of 2017	Tyler Young, P 2017
Lia E Richards	4	Joseph,8th	Jakob,7th

Hosanna Snyder	1	Judah, Kindergarten	
Sheila Calcagno	1	Kaheleilani Kanos, 8th	8th
Miranda Dornfeld	1	Kai Dornfeld, 2nd grade	
Patricia Brooks	2	kailana, preschool	noelani , presc
robert demond	3	kainoa demond preschool	kaleo demond
Donna Apilado-Schumacher	1	Keale Schumacher, 3rd. Grade	
Yvette Togikawa	2	Keani Eight Grade	Leiala Senior
Karla Villanueva-Bernal	2	Kilian, preschool	Riley, Kinderga
Shannon Rasmussen	2	Kona 3rd grade	Sage, 11th gra
Sherry Dire	2	Lauren Freundt	Ashley Freund
Jennifer Henderson	2	Leela , 6th	Narayan, 1st
Jennifer Schwartz	1	Levi, Kindergarten	
Vanessa Palamanos	2	Luisa -3rd grade	Julia-Pre-K
Tedra Baymiller	1	Luna Baymiller, First Grade	
Roberta Johnson	2	Madeline, 2nd Grade	Piper, Pre K
Kristen Jung	2	Mailah Jung, Second Grade	Levi Jung, Kind
Stuart Rosenthal	1	Makani, 6th	
Donna Daum	2	Makayla, 1st Grade	Cody, Prescho
Written - Kristen Jung	2	Malah Jung - Grade 2	Levi - Kinderga
jacqueline leineweber	1	Mia, kindergarten	
stacey lindberg	3	mosiah, 3rd grade	abraham, 5th g
Katherine Margaret Muzik		N/A	
Sherry Tancayo	2	Noel 10th	Mele. 4th
Amalia Gray	2	Noelani Gray Kindergarden	Nakoa Gray 2n
Leilani Smith	2	Oliver, Kindergarden	Luna, Preschoo
Aina Mei Koppel	3	Omar, 6th grade	Levi, 2nd grade
Amber Hartnell	1	Orus Hartnell-Haramein, grade 4	
Jesica Matsuoka	2	Phoenix, 6th grade	Finn, 2nd grad
Laura Sabbe	1	Phoenix, Kindegarten	
Kelly Lealani French	1	Preschool Level DOB 8.27.14	
Jamie Marie Baldwin	1	Raegan, kindergarten	
Karla P Villanueva-Bernal	2	Riley Bernal, Kindergarten	Kilian Bernal, F
Siobhan Thielen	2	Rio Thielen, Preschool-Kindergarten	Noah Thielen,
Jessica bever	3	Rowan bever K	nai'a bever 2n
Justine Bennett	2	Rowan, 1st grade	Zachary, 3rd g
lina skinner	1	Ryan skinner, 5th grade	
Katie Mae Carlson	2	Sereniti 7	Koda 5
Written - Katie Cailson	2	Sereniti - Age 12	Koda Age 11
kimberly Acierto	1	Sunny Acierto grade 1	
Elizabeth Reeves	2	Sylvan Reeves, 3rd grade	Nimai Reeves,
Sarah Mecagni-Bogner	2	Tatum Bogner, 3rd grade	Taelynn Bogne
Jessa Wells	1	Teoni Wells-Palacio, Pre-school	

Ann Marie Williamson	1	Travis, 2nd grade	
Written - Jessica Williams	2	Tristan - Grade 3	Sienna - Kinde
rachel geringer	1	Turtle Dybul, kindergarden	
Kimi W. Nagahisa	2	Veronica Nagahisa, 3rd grade	Keahiokalani L
KAPLAN BUNCE	2	Violet 5th grade	Clover 2nd gra
Writen - Amanda Wilson	1	Wilder Swift, Kindergarden	
Samantha Norton	1	William, prek	
Bard Widmer	2	Xochitl, kindergarden/1st grade	
Antonella Balajadia	1	Zariah, Kindergarten	
Parent Names	**Child Count**		
TOTAL CHILDREN INTERESTED	**153**		

There are 12 additional students on our new website for a total of 165 students.

Section II. A. 3 – School Data

Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

According to the 2013 Kauai County United States Census bureau, an estimated 69,512 people live on the island of Kauai. Alaka`i O Kaua`i may draw from the following DOE public schools which are at capacity or overcroweded (according to Bill Arakaki, Kauai Superintendent). In addition, there are possible students at private and charter schools they may choose to come to Alakai O Kauai.

http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/MediaKit/Pages/home.aspx

Public Elementary Schools (year 1 K-4, year 2 K-5)

- Kapaa Complex - Kapaa Elementary School - 889
- Kauai Complex - Elsie H Wilcox Elementary School - 807
- Waimea Complex - Koloa Elementary School - 384
- Kauai Complex - King Kaumualii Elementary School – 593
- Waimea Complex - Ele`ele Elementary School - 461
- Waimea Complex - Kalaeho Elementary School - 472

Public Middle Schools (by year three, add grade 6)

- Chiefess Kamakahelei Middle School - 953
- Waimea Canyon Middle School - 427
- Kapaa Middle School - 647

Public Charter Schools

- Kawaikini Charter School -141– Hawaiian Immersion
- Kanuikapono Charter School -201 – Hawaiian Project -base

Private Schools

- Island School (private)- 367
- St. Catherine School (private)- 162
- Olelo Christian Academy (private)- 28

English Language Arts

ELA Continuum of Learning		
K – Grade 2	Grades 3-5	Grades 6-8
"Learning to Read"	"Reading to Learn"	"Complex Analysis and Problem-Solving"

Primary Grades (Kindergarten – Grade 2): "Learning to Read"
The goal of the literacy program in the primary grades is learning to read, learning to write, and learning to use speaking and listening skills to communicate. This prepares students for the next stage of literacy, "Reading to Learn."

In the primary grades, K–2, students apply knowledge of phonics when attempting to read unknown words. As students move from Kindergarten to 2nd grade, they learn to identify and apply knowledge of phonics ranging from consonant sounds, vowel sounds and irregular patterns to decode words. Students first learn to fix reading mistakes by looking at the pictures and initial and final consonants and eventually learn to use their knowledge of letter sounds, words, and sentences to read unknown words. By the end of 2nd grade, students will recognize at least 200 words automatically in text. Students will learn to read text at a rate that is conversational and with expression. Students will show their understanding of literary and informational text by summarizing, making connections between the pictures and story and identifying important facts. Students' vocabulary will expand in all subject areas through discussion of text that they listen to or read independently. Students will learn to express their understanding of text orally and in writing. Students will read more challenging texts and materials as they progress through grade levels. Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

Kindergarten

In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable students to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. In kindergarten, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to…

Reading Literature

- With help from the teacher, students retell stories, including key details.

- With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.

Reading for Information

- With help from the teacher, students ask and answer questions about key details in a text.
- With help from the teacher, students identify what person, place, thing, or idea a picture shows.

Writing

- Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.

Grade 1

In grade one, students will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will think, talk, and write about what they read in stories, articles, and other sources of information. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary.

Major Outcomes: Students will know/understand/ be able to…

Reading Literature

- Students retell stories, including key details, and show that they understand the lesson or moral of a story.
- Students identify who is telling the story at various points in a text.

Reading for Information

- Students ask and answer questions about key details in a text.
- Students use the illustrations and details in a text to describe key ideas.

Writing

- Students name a topic and supply some facts about the topic.
- Students provide some sense of closure.

Grade 2

In grade two, students will continue to build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in variety of texts, such as stories, books, articles, and other sources of information including the Internet. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Writing tasks in grade two may include stories, essays, reports, and persuasive paper.

Major Outcomes: Students will know/understand/ be able to…

Reading Literature

- Students retell stories and determine their central message, lesson, or moral.
- Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Reading for Information

- Students ask and answer such questions as , and to demonstrate understanding of key details in a text.
- Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.

Writing

- Students introduce a topic and use facts and definitions to develop points.
- Students provide a concluding statement or section.

Intermediate Grades (Grades 3-5): "Reading to Learn"

By the time a child reaches Grade 3, s/he should be reading and writing fairly fluently. Thus, the focus of literacy instruction is on using reading, writing and speaking as tools for learning (acquiring, interpreting, and analyzing information and ideas, and creating new ideas). This prepares students for the next stage of literacy, "Complex Analysis and Problem-Solving."

At the intermediate level, grades 3–5, students will experience a wide range of reading materials. Attention will be devoted to instruction of both literary and informational text. Literary text includes short stories, mysteries, realistic fiction, chapter books, fairy tales, myths, poetry and plays. Informational text study will include content related to social studies, health, and science units. Students will learn to read textbooks, biographies, online materials, functional documents such as maps, recipes, and directions. Intermediate students read silently at a good rate and automatically use a wide range of word-solving strategies while focusing on meaning. In oral reading, students will continue to read with accuracy and expression. Readers will learn to adjust their rate of reading based on the type of text and their purpose for reading. Readers will learn to monitor their comprehension by recognizing when they lose understanding, and are then able to apply different strategies to regain meaning. Vocabulary instruction will focus on teaching students various ways to unlock the meaning of unfamiliar words. Students will learn to express their understanding of text orally and in writing.

Grade 3

In grade three, students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. In grade three, students will read stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to…

Reading Literature

- Students recount stories and determine the central message, lesson, or moral, explaining how it is developed in the text.
- Students distinguish their own point of view from that of the narrator or those of the characters.

Reading for Information

- Students ask and answer questions about what they read by referring directly to parts of the text.
- Students use information gained from images or illustrations.

Writing

- Students introduce a topic and use facts, definitions, and details to develop points.

- Students provide a concluding statement or section.
- Students group related information together.

Grade 4

In grade four, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. They will also be expected to clearly explain in detail what they have read by referring to details or information from the text.

In writing, students will organize their ideas and develop topics with reasons, facts, details, and other information. In grade four, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to…

Reading Literature

- Students determine the theme of a story, play, or poem from details in the text and summarize the text.
- Students compare and contrast the point of view from which different stories are told, including the difference between first- and third-person accounts.

Reading for Information

- Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text.

Writing

- Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within categories of information using words and phrases such as another, for example, also, and because.
- Students use precise language and subject-specific vocabulary.

Grade 5

In grade five, students will continue to build important reading, writing, speaking, and listening skills. They will read more challenging literature, articles, and other sources of information and continue to grow their vocabulary. Students will also be expected to understand and clearly summarize what they have learned from readings and classroom discussions, referring to specific evidence and details from the text. Students will write regularly and continue to develop their ability to gather, organize, interpret, and present information. In grade five, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to…

Reading Literature

- Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text.
- Students describe how a narrator's or speaker's point of view influences how events are described.

Reading for Information

- Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Students 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.

Writing

- Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section related to the information or explanation presented.
- Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful.
- Students link ideas within and across categories of information using words, phrases, and clauses (such as in contrast or especially)
- Students use precise language and subject-specific vocabulary.

Grade 6

In Grade 6, students will learn how to make purposeful and deliberate choices when responding to diverse media and formats. Students will read grade-appropriate complex literary and informational texts while further developing the ability to cite textual evidence to support analyses when responding to text in written and spoken modes. Students will analyze both the structure and content of complex, grade-appropriate text. Students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. In grade six, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Major Outcomes: Students will know/understand/ be able to…

Reading Literature

- Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgments.
- Students explain how an author develops the point of view of the narrator or speaker in a text.

Reading for Information

- Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Students integrate information presented in different media or formats (such as visually or through numbers) as well as in words to develop a coherent understanding of a topic or issue.

Writing

- Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information.
- Students provide a concluding statement or section that follows from the information or explanation presented.
- Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Students include formatting (such as headings), graphics (such as charts or tables), and multimedia when useful.
- Students use appropriate transitions to clarify the relationships among ideas and concepts.
- Students use precise language and subject-specific vocabulary.
- Students establish and maintain a formal writing style.

As they progress through grade levels, students will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers. Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
STRAND: READING LITERATURE			**TOPIC: Key Ideas and Details**			
K.RL.1 W th prompt ng and support, ask and answer quest ons about key deta s n a text.	1.RL.1 Ask and answer quest ons about key deta s n a text.	2.RL.1 Ask and answer such quest ons as who, what, where, when, why, and how to demonstrate understand ng of key deta s n a text.	3.RL.1 Ask and answer quest ons to demonstrate understand ng of a text, referr ng exp c t y to the text as the bas s for the answers.	4.RL.1 Refer to deta s and examp es n a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	5.RL.1 Quote accurate y from a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	6.RL.1 C te textua ev dence to support ana ys s of what the text says exp c t y as we as nferences drawn from the text.
K.RL.2 W th prompt ng and support, rete fam ar stor es, nc ud ng key deta s.	1.RL.2 Rete stor es, nc ud ng key deta s, and demonstrate understand ng of the r centra message or esson.	2.RL.2 Recount stor es, nc ud ng fab es and fo kta es from d verse cu tures, and determ ne the r centra message, esson, or mora .	3.RL.2 Recount stor es, nc ud ng fab es, fo kta es, and myths from d verse cu tures; determ ne the centra message, esson, or mora and exp a n how t s conveyed through key deta s n the text.	4.RL.2 Determ ne a theme of a story, drama, or poem from deta s n the text; summar ze the text.	5.RL.2 Determ ne a theme of a story, drama, or poem from deta s n the text, nc ud ng how characters n a story or drama respond to cha enges or how the speaker n a poem ref ects upon a top c; summar ze the text.	6.RL.2 Determ ne a theme or centra dea of a text and how t s conveyed through part cu ar deta s; prov de a summary of the text d st nct from persona op n ons or judgments.
K.RL.3 W th prompt ng and support, dent fy characters, sett ngs, and major events n a story.	1.RL.3 Descr be characters, sett ngs, and major events n a story, us ng key deta s.	2.RL.3 Descr be how characters n a story respond to major events and cha enges.	3.RL.3 Descr be characters n a story (e.g., the r tra ts, mot vat ons, or fee ngs) and exp a n how the r act ons contr bute to the sequence of events.	4.RL.3 Descr be n depth a character, sett ng, or event n a story or drama, draw ng on spec f c deta s n the text (e.g., a character's thoughts, words, or act ons).	5.RL.3 Compare and contrast two or more characters, sett ngs, or events n a story or drama, draw ng on spec f c deta s n the text (e.g., how characters nteract).	6.RL.3 Descr be how a part cu ar story's or drama's p ot unfo ds n a ser es of ep sodes as we as how the characters respond or change as the p ot moves toward a reso ut on.
STRAND: READING LITERATURE			**TOPIC: Craft and Structure**			
K.RL.4 Ask and answer quest ons about unknown words n a text	1.RL.4 Ident fy words and phrases n stor es or poems that suggest fee ngs or appea to the senses.	2.RL.4 Descr be how words and phrases (e.g., regu ar beats, a terat on, rhymes, repeated nes) supp y rhythm and mean ng n a story, poem, or song.	3.RL.4 Determ ne the mean ng of words and phrases as they are used n a text, d st ngu sh ng tera from non tera anguage.	4.RL.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng those that a ude to s gn f cant characters found n mytho ogy (e.g., Hercu ean).	5.RL.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng f gurat ve anguage such as metaphors and s m es.	6.RL.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng f gurat ve and connotat ve mean ngs; ana yze the mpact of a spec f c word cho ce on mean ng and tone.

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.RL.5 Recogn ze common types of texts (e.g., storybooks, poems)	1.RL.5 Exp a n major d fferences between books that te stor es and books that g ve nformat on, draw ng on a w de read ng of a range of text types.	2.RL.5 Descr be the overa structure of a story, nc ud ng descr b ng how the beg nn ng ntroduces the story and the end ng conc udes the act on.	3.RL.5 Refer to parts of stor es, dramas, and poems when wr t ng or speak ng about a text, us ng terms such as chapter, scene, and stanza; descr be how each success ve part bu ds on ear er sect ons.	4.RL.5 Exp a n major d fferences between poems, drama, and prose, and refer to the structura e ements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, sett ng descr pt ons, d a ogue, stage d rect ons) when wr t ng or speak ng about a text.	5.RL.5 Exp a n how a ser es of chapters, scenes, or stanzas f ts together to prov de the overa structure of a part cu ar story, drama, or poem.	6.RL.5 Ana yze how a part cu ar sentence, chapter, scene, or stanza f ts nto the overa structure of a text and contr butes to the deve opment of the theme, sett ng, or p ot.
K.RL.6 W th prompt ng and support, name the author and ustrator of a story and def ne the ro e of each n te ng the story.	1.RL.6 Ident fy who s te ng the story at var ous po nts n a text	2.RL.6 Acknow edge d fferences n the po nts of v ew of characters, nc ud ng by speak ng n a d fferent vo ce for each character when read ng d a ogue a oud.	3.RL.6 D st ngu sh the r own po nt of v ew from that of the narrator or those of the characters.	4.RL.6 Compare and contrast the po nt of v ew from wh ch d fferent stor es are narrated, nc ud ng the d fference between f rst- and th rd-person narrat ons.	5.RL.6 Descr be how a narrator's or speaker's po nt of v ew nf uences how events are descr bed.	6.RL.6 Exp a n how an author deve ops the po nt of v ew of the narrator or speaker n a text.
STRAND: READING LITERATURE			**TOPIC: Integration of Knowledge and Ideas**			
K.RL.7 W th prompt ng and support, descr be the re at onsh p between ustrat ons and the story n wh ch they appear (e.g., what moment n a story an ustrat on dep cts).	1.RL.7 Use ustrat ons and deta s n a story to descr be ts characters, sett ng, or events.	2.RL.7 Use nformat on ga ned from the ustrat ons and words n a pr nt or d g ta text to demonstrate understand ng of ts characters, sett ng, or p ot.	3.RL.7 Exp a n how spec f c aspects of a text's ustrat ons contr bute to what s conveyed by the words n a story (e.g., create mood, emphas ze aspects of a character or sett ng).	4.RL.7 Make connect ons between the text of a story or drama and a v sua or ora presentat on of the text, dent fy ng where each vers on ref ects spec f c descr pt ons and d rect ons n the text.	5.RL.7 Ana yze how v sua and mu t med a e ements contr bute to the mean ng, tone, or beauty of a text (e.g., graph c nove ; mu t med a presentat on of f ct on, fo kta e, myth, poem).	6.RL.7 Compare and contrast the exper ence of read ng a story, drama, or poem to sten ng to or v ew ng an aud o, v deo, or ve vers on of the text, nc ud ng contrast ng what they "see" and "hear" when read ng the text to what they perce ve when they sten or watch.
K.RL.9 W th prompt ng and support, compare and contrast the adventures and exper ences of characters n fam ar stor es	1.RL.9 Compare and contrast the adventures and exper ences of characters n stor es.	2.RL.9 Compare and contrast two or more vers ons of the same story (e.g., C ndere a stor es) by d fferent authors or from d fferent cu tures.	3.RL.9 Compare and contrast the themes, sett ngs, and p ots of stor es wr tten by the same author about the same or s m ar characters (e.g., n books from a ser es).	4.RL.9 Compare and contrast the treatment of s m ar themes and top cs (e.g., oppos t on of good and ev) and patterns of events (e.g., the quest) n stor es, myths, and trad t ona terature from d fferent cu tures.	5.RL.9 Compare and contrast stor es n the same genre (e.g., myster es and adventure stor es) on the r approaches to s m ar themes and top cs.	6.RL.9 Compare and contrast texts n d fferent forms or genres (e.g., stor es and poems; h stor ca nove s and fantasy stor es) n terms of the r approaches to s m ar themes and top cs.
STRAND: READING LITERATURE			**TOPIC: Range of Reading and Level of Text Complexity**			

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.RL.10 Act ve y engage n group read ng act v t es w th purpose and understand ng.	1.RL.10 W th prompt ng and support, read prose and poetry of appropr ate comp ex ty for grade 1.	2.RL.10 By the end of the year, read and comprehend terature, nc ud ng prose and poetry, n the grades 2–3 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.	3.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poetry, at the h gh end of the grades 2–3 text comp ex ty band ndependent y and prof c ent y.	4.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poetry, n the grades 4–5 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.	5.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poetry, at the h gh end of the grades 4–5 text comp ex ty band ndependent y and prof c ent y.	6.RL.10 By the end of the year, read and comprehend terature, nc ud ng stor es, dramas, and poems, n the grades 6–8 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.
STRAND: READING INFORMATIONAL			**TOPIC: Key Ideas and Details**			
K.RI.1 W th prompt ng and support, ask and answer quest ons about key deta s n a text.	I.RI.1 Ask and answer quest ons about key deta s n a text	2.RI.1 Ask and answer such quest ons as who, what, where, when, why, and how to demonstrate understand ng of key deta s n a text.	3.RI.1 Ask and answer quest ons to demonstrate understand ng of a text, referr ng exp c t y to the text as the bas s for the answers.	4.RI.1 Refer to deta s and examp es n a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	5.RI.1 Quote accurate y from a text when exp a n ng what the text says exp c t y and when draw ng nferences from the text.	6.RI.1 C te textua ev dence to support ana ys s of what the text says exp c t y as we as nferences drawn from the text.
K.RI.2 W th prompt ng and support, dent fy the ma n top c and rete key deta s of a text.	I.RI.2 Ident fy the ma n top c and rete key deta s of a text.	2.RI.2 Ident fy the ma n top c of a mu t paragraph text as we as the focus of spec f c paragraphs w th n the text.	3.RI.2 Determ ne the ma n dea of a text; recount the key deta s and exp a n how they support the ma n dea.	4.RI.2 Determ ne the ma n dea of a text and exp a n how t s supported by key deta s; summar ze the text.	5.RI.2 Determ ne two or more ma n deas of a text and exp a n how they are supported by key deta s; summar ze the text.	6.RI.2 Determ ne a centra dea of a text and how t s conveyed through part cu ar deta s; prov de a summary of the text d st nct from persona op n ons or judgments.
K.RI.3. W th prompt ng and support, descr be the connect on between two nd v dua s, events, deas, or p eces of nformat on n a text.	I.RI.3 Descr be the connect on between two nd v dua s, events, deas, or p eces of nformat on n a text.	2.RI.3 Descr be the connect on between a ser es of h stor ca events, sc ent f c deas or concepts, or steps n techn ca procedures n a text.	3.RI.3 Descr be the re at onsh p between a ser es of h stor ca events, sc ent f c deas or concepts, or steps n techn ca procedures n a text, us ng anguage that perta ns to t me, sequence, and cause/effect.	4.RI.3 Exp a n events, procedures, deas, or concepts n a h stor ca , sc ent f c, or techn ca text, nc ud ng what happened and why, based on spec f c nformat on n the text.	5.RI.3 Exp a n the re at onsh ps or nteract ons between two or more nd v dua s, events, deas, or concepts n a h stor ca , sc ent f c, or techn ca text based on spec f c nformat on n the text.	6.RI.3 Ana yze n deta how a key nd v dua , event, or dea s ntroduced, ustrated, and e aborated n a text (e.g., through examp es or anecdotes).
STRAND: READING INFORMATIONAL			**TOPIC: Craft and Structure**			
K.RI.4 W th prompt ng and support, ask and answer quest ons about unknown words n a text.	I.RI.4 Ask and answer quest ons to he p determ ne or c ar fy the mean ng of words and phrases n a text.	2.RI.4 Determ ne the mean ng of words and phrases n a text re evant to a grade 2 top c or subject area.	3.RI.4 Determ ne the mean ng of genera academ c and doma n-spec f c words and phrases n a text re evant to a grade 3 top c or subject area.	4.RI.4 Determ ne the mean ng of genera academ c and doma n-spec f c words or phrases n a text re evant to a grade 4 top c or subject area.	5.RI.4 Determ ne the mean ng of genera academ c and doma n-spec f c words and phrases n a text re evant to a grade 5 top c or subject area.	6.RI.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng f gurat ve, connotat ve, and techn ca mean ngs.

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.RI.5 Ident fy the front cover, back cover, and t t e page of a book	I.RI.5 Know and use var ous text features (e.g., head ngs, tab es of contents, g ossar es, e ectron c menus, cons) to ocate key facts or nformat on n a text	2.RI.5 Know and use var ous text features (e.g., capt ons, bo d pr nt, subhead ngs, g ossar es, ndexes, e ectron c menus, cons) to ocate key facts or nformat on n a text eff c ent y.	3.RI.5 Use text features and search too s (e.g., key words, s debars, hyper nks) to ocate nformat on re evant to a g ven top c eff c ent y.	4.RI.5 Descr be the overa structure (e.g., chrono ogy, compar son, cause/effect, prob em/so ut on) of events, deas, concepts, or nformat on n a text or part of a text.	5.RI.5 Compare and contrast the overa structure (e.g., chrono ogy, compar son, cause/effect, prob em/so ut on) of events, deas, concepts, or nformat on n two or more texts.	6.RI.5 Ana yze how a part cu ar sentence, paragraph, chapter, or sect on f ts nto the overa structure of a text and contr butes to the deve opment of the deas.
K.RI.6 Name the author and ustrator of a text and def ne the ro e of each n present ng the deas or nformat on n a text.	I.RI.6 D st ngu sh between nformat on prov ded by p ctures or other ustrat ons and nformat on prov ded by the words n a text	2.RI.6 Ident fy the ma n purpose of a text, nc ud ng what the author wants to answer, exp a n, or descr be.	3.RI.6 D st ngu sh the r own po nt of v ew from that of the author of a text.	4.RI.6 Compare and contrast a f rsthand and secondhand account of the same event or top c; descr be the d fferences n focus and the nformat on prov ded	5.RI.6 Ana yze mu t p e accounts of the same event or top c, not ng mportant s m ar t es and d fferences n the po nt of v ew they represent.	6.RI.6 Determ ne an author's po nt of v ew or purpose n a text and exp a n how t s conveyed n the text.
STRAND: READING INFORMATIONAL			**TOPIC: Integration of Knowledge and Ideas**			
K.RI.7 W th prompt ng and support, descr be the re at onsh p between ustrat ons and the text n wh ch they appear (e.g., what person, p ace, th ng, or dea n the text an ustrat on dep cts).	I.RI.7 Use the ustrat ons and deta s n a text to descr be ts key deas.	2.RI.7 Exp a n how spec f c mages (e.g., a d agram show ng how a mach ne works) contr bute to and c ar fy a text.	3.RI.7 Use nformat on ga ned from ustrat ons (e.g., maps, photographs) and the words n a text to demonstrate understand ng of the text (e.g., where, when, why, and how key events occur).	4.RI.7 Interpret nformat on presented v sua y, ora y, or quant tat ve y (e.g., n charts, graphs, d agrams, t me nes, an mat ons, or nteract ve e ements on Web pages) and exp a n how the nformat on contr butes to an understand ng of the text n wh ch t appears.	5.RI.7 Draw on nformat on from mu t p e pr nt or d g ta sources, demonstrat ng the ab ty to ocate an answer to a quest on qu ck y or to so ve a prob em eff c ent y.	6.RI.7 Integrate nformat on presented n d fferent med a or formats (e.g., v sua y, quant tat ve y) as we as n words to deve op a coherent understand ng of a top c or ssue.
K.RI.8 W th prompt ng and support, dent fy the reasons an author g ves to support po nts n a text.	1.RI.8 Ident fy the reasons an author g ves to support po nts n a text.	2.RI.8 Descr be how reasons support spec f c po nts the author makes n a text.	3.RI.8 Descr be the og ca connect on between part cu ar sentences and paragraphs n a text (e.g., compar son, cause/effect, f rst/second/th rd n a sequence).	4.RI.8 Exp a n how an author uses reasons and ev dence to support part cu ar po nts n a text.	5.RI.8 Exp a n how an author uses reasons and ev dence to support part cu ar po nts n a text, dent fy ng wh ch reasons and ev dence support wh ch po nt(s).	6.RI.8 Trace and eva uate the argument and spec f c c a ms n a text, d st ngu sh ng c a ms that are supported by reasons and ev dence from c a ms that are not.
K.RI.9 W th prompt ng and support, dent fy bas c s m ar t es n and d fferences between two texts on the same top c (e.g., n ustrat ons, descr pt ons, or procedures).	I.RI.9 Ident fy bas c s m ar t es n and d fferences between two texts on the same top c (e.g., n ustrat ons, descr pt ons, or procedures).	2.RI.9 Compare and contrast the most mportant po nts presented by two texts on the same top c.	3.RI.9 Compare and contrast the most mportant po nts and key deta s presented n two texts on the same top c.	4.RI.9 Integrate nformat on from two texts on the same top c n order to wr te or speak about the subject know edgeab y.	5.RI.9 Integrate nformat on from severa texts on the same top c n order to wr te or speak about the subject know edgeab y.	6.RI.9 Compare and contrast one author's presentat on of events w th that of another (e.g., a memo r wr tten by and a b ography on the same person).

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
STRAND: READING INFORMATIONAL			**TOPIC: Range of Reading and Level of Text Complexity**			
K.RI.10 Act ve y engage n group read ng act v t es w th purpose and understand ng.	I.RI.10 W th prompt ng and support, read nformat ona texts appropr ate y comp ex for grade 1.	2.RI.10 By the end of year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, n the grades 2–3 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.	3.RI.10 By the end of the year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, at the h gh end of the grades 2–3 text comp ex ty band ndependent y and prof c ent y.	4.RI.10 By the end of year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, n the grades 4–5 text comp ex ty band prof c ent y, w th scaffo d ng as necessary at the h gh end of the range.	5.RI.10 By the end of the year, read and comprehend nformat ona texts, nc ud ng h story/soc a stud es, sc ence, and techn ca texts, at the h gh end of the grades 4–5 text comp ex ty band ndependent y and prof c ent y.	6.RI.10 By the end of the year, read and comprehend terary nonf ct on n the grades 6–8 text comp ex ty band prof c ent y, w th scaffo d ng as needed at the h gh end of the range.
STRAND: READING FOUNDATIONAL			**TOPIC: Print Concepts**			
K.RF.1 Demonstrate understand ng of the organ zat on and bas c features of pr nt.	1.RF.1 Demonstrate understand ng of the organ zat on and bas c features of pr nt.					
a) Fo ow words from eft to r ght, top to bottom, and page by page.						
b) Recogn ze that spoken words are represented n wr tten anguage by spec f c sequences of etters.						
c) Understand that words are separated by spaces n pr nt						
d) Recogn ze and name a upper- and owercase etters of the a phabet.						
STRAND: READING FOUNDATIONAL			**TOPIC: Phonological Awareness**			
K.RF.2 Demonstrate understand ng of spoken words, sy ab es, and sounds (phonemes).	1.RF.2 Demonstrate understand ng of spoken words, sy ab es, and sounds (phonemes).					
a) Recogn ze and produce rhym ng words.	a) D st ngu sh ong from short vowe sounds n spoken s ng e-sy ab e words.					

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
b) Count, pronounce, b end, and segment sy ab es n spoken words	b) Ora y produce s ng e-sy ab e words by b end ng sounds (phonemes), nc ud ng consonant b ends.					
c) B end and segment onsets and r mes of s ng e-sy ab e spoken words.	c) Iso ate and pronounce n t a , med a vowe , and f na sounds (phonemes) n spoken s ng e-sy ab e words.					
d) Iso ate and pronounce the n t a , med a vowe , and f na sounds (phonemes) n three-phoneme (consonant - vowe - consonant, or CVC) words.*	d) Segment spoken s ng e-sy ab e words nto the r comp ete sequence of nd v dua sounds (phonemes).					
e) Add or subst tute nd v dua sounds (phonemes) n s mp e, one-sy ab e words to make new words.						
STRAND: READING FOUNDATIONAL			**TOPIC: Phonics and Word Recognition**			
K.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	1.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	2.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	3.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	4.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	5.RF.3 Know and app y grade- eve phon cs and word ana ys s sk s n decod ng words.	
a) Demonstrate bas c know edge of etter-sound correspondences by produc ng the pr mary or most frequent sound for each consonant.	a) Know the spe ng-sound correspondences for common consonant d graphs (two etters that represent one sound).	a) D st ngu sh ong and short vowe s when read ng regu ar y spe ed one-sy ab e words	a) Ident fy and know the mean ng of the most common pref xes and der vat ona suff xes.	a) Use comb ned know edge of a etter-sound correspondences, sy ab cat on patterns, and morpho ogy (e.g., roots and aff xes) to read accurate y unfam ar mu t sy ab c words n context and out of context.	a) Use comb ned know edge of a etter-sound correspondences, sy ab cat on patterns, and morpho ogy (e.g., roots and aff xes) to read accurate y unfam ar mu t sy ab c words n context and out of context.	

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
b) Assoc ate the ong and short sounds w th the common spe ngs (graphemes) for the f ve major vowe s.	b) Decode regu ar y spe ed one-sy ab e words.	b) Know spe ng-sound correspondences for add t ona common vowe teams.	b) Decode words w th common Lat n suff xes.			
c) Read common h gh-frequency words by s ght. (e.g., the, of, to, you, she. my, s, are, do, does).	c) Know f na -e and common vowe team convent ons for represent ng ong vowe sounds.	c) Decode regu ar y spe ed two-sy ab e words w th ong vowe s	c) Decode mu t sy ab e words.			
d) D st ngu sh between s m ar y spe ed words by dent fy ng the sounds of the etters that d ffer.	d) Use know edge that every sy ab e must have a vowe sound to determ ne the number of sy ab es n a pr nted word.	d) Decode words w th common pref xes and suff xes.	d) Read grade-appropr ate rregu ar y spe ed words.			
	e) Decode two-sy ab e words fo ow ng bas c patterns by break ng the words nto sy ab es.	e) Ident fy words w th ncons stent but common spe ng-sound correspondences.				
	f) Read words w th nf ect ona end ngs.	f) Recogn ze and read grade-appropr ate rregu ar y spe ed words.				
	g) Recogn ze and read grade-appropr ate rregu ar y spe ed words.					
STRAND: READING FOUNDATIONAL			**TOPIC: Fluency**			
K.RF.4 Read emergent-reader texts w th purpose and understand ng.	Read w th suff c ent accuracy and f uency to support comprehens on.	2.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	3.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	4.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	5.RF.4 Read w th suff c ent accuracy and f uency to support comprehens on.	
	a) Read grade- eve text w th purpose and understand ng.	a) Read grade- eve text w th purpose and understand ng	a) Read grade- eve text w th purpose and understand ng.	a) Read grade- eve text w th purpose and understand ng.	a) Read grade- eve text w th purpose and understand ng.	
	b) Read grade- eve text ora y w th accuracy, appropr ate rate and express on.	b) Read grade- eve text ora y w th accuracy, appropr ate rate. and express on.	b) Read grade- eve prose and poetry ora y w th accuracy, appropr ate rate. and express on.	b) Read grade- eve prose and poetry ora y w th accuracy, appropr ate rate. and express on.	b) Read grade- eve prose and poetry ora y w th accuracy, appropr ate rate. and express on.	

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
	c) Use context to conf rm or se f-correct word recogn t on and understand ng. reread ng as necessary.	c) Use context to conf rm or se f-correct word recogn t on and understand ng. reread ng as necessary	c) Use context to conf rm or se f-correct word recogn t on and understand ng. reread ng as necessary.	c) Use context to conf rm or se f-correct word recogn t on and understand ng. reread ng as necessary.	c) Use context to conf rm or se f-correct word recogn t on and understand ng. reread ng as necessary.	
STRAND: WRITING			**TOPIC: Text Types and Purposes**			
K.W.1 Use a comb nat on of draw ng, d ctat ng, and wr t ng to compose op n on p eces n wh ch they te a reader the top c or the name of the book they are wr t ng about and state an op n on or preference about the top c or book (e.g., My favor te book s . . .).	1.W.1 Wr te op n on p eces n wh ch they ntroduce the top c or name the book they are wr t ng about, state an op n on, supp y a reason for the op n on, and prov de some sense of c osure.	2.W.1 Wr te op n on p eces n wh ch they ntroduce the top c or book they are wr t ng about, state an op n on, supp y reasons that support the op n on, use nk ng words (e.g., because, and, a so) to connect op n on and reasons, and prov de a conc ud ng statement or sect on.	3.W.1 Wr te op n on p eces on fam ar top cs or texts, support ng a po nt of v ew w th reasons.	4.W.1 Wr te op n on p eces on top cs or texts, support ng a po nt of v ew w th reasons and nformat on.	5.W.1 Wr te op n on p eces on top cs or texts, support ng a po nt of v ew w th reasons and nformat on.	6.W.1 Wr te arguments to support c a ms w th c ear reasons and re evant ev dence
			a) Introduce the top c or text they are wr t ng about, state an op n on, and create an organ zat ona structure that sts reasons.	a) Introduce a top c or text c ear y, state an op n on, and create an organ zat ona structure n wh ch re ated deas are grouped to support the wr ter's purpose.	a) Introduce a top c or text c ear y, state an op n on, and create an organ zat ona structure n wh ch deas are og ca y grouped to support the wr ter's purpose.	a) Introduce c a m(s) and organ ze the reasons and ev dence c ear y.
			b) Prov de reasons that support the op n on	b) Prov de reasons that are supported by facts and deta s.	b) Prov de og ca y ordered reasons that are supported by facts and deta s.	b) Support c a m(s) w th c ear reasons and re evant ev dence. us ng cred b e sources and demonstrat ng an understand ng of the top c or text.
			c) Use nk ng words and phrases (e.g., because, therefore, s nce, for examp e) to connect op n on and reasons.	c) L nk op n on and reasons us ng words and phrases (e.g., for nstance. n order to, n add t on).	c) L nk op n on and reasons us ng words, phrases, and c auses (e.g., consequent y, spec f ca y).	c) Use words, phrases, and c auses to c ar fy the re at onsh ps among c a m(s) and reasons.
			d) Prov de a conc ud ng statement or sect on.	d) Prov de a conc ud ng statement or sect on re ated to the op n on presented.	d) Prov de a conc ud ng statement or sect on re ated to the op n on presented.	d) Estab sh and ma nta n a forma sty e.
						e) Prov de a conc ud ng statement or sect on that fo ows from the argument presented.

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Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.W.2 Use a comb nat on of draw ng, d ctat ng, and wr t ng to compose nformat ve/exp anator y texts n wh ch they name what they are wr t ng about and supp y some nformat on about the top c.	1.W.2 Wr te nformat ve/exp anator y texts n wh ch they name a top c, supp y some facts about the top c, and prov de some sense of c osure.	2.W.2 Wr te nformat ve/exp anatory texts n wh ch they ntroduce a top c, use facts and def n t ons to deve op po nts, and prov de a conc ud ng statement or sect on.	3.W.2 Wr te nformat ve/exp anatory texts to exam ne a top c and convey deas and nformat on c ear y.	4.W.2 Wr te nformat ve/exp anatory texts to exam ne a top c and convey deas and nformat on c ear y.	5.W.2 Wr te nformat ve/exp anatory texts to exam ne a top c and convey deas and nformat on c ear y.	6.W.2 Wr te nformat ve/exp anatory texts to exam ne a top c and convey deas, concepts, and nformat on through the se ect on, organ zat on, and ana ys s of re evant content.
			a) Introduce a top c and group re ated nformat on together; nc ude ustrat ons when usefu to a d ng comprehens on.	a) Introduce a top c c ear y and group re ated nformat on n paragraphs and sect ons; nc ude formatt ng (e.g., head ngs), ustrat ons, and mu t med a when usefu to a d ng comprehens on.	a) Introduce a top c c ear y, prov de a genera observat on and focus, and group re ated nformat on og ca y; nc ude formatt ng (e.g., head ngs), ustrat ons, and mu t med a when usefu to a d ng comprehens on.	a) Introduce a top c; organ ze deas, concepts, and nformat on, us ng strateg es such as def n t on, c ass f cat on, compar son/contrast, and cause/effect; nc ude formatt ng (e.g., head ngs), graph cs (e.g., charts, tab es), and mu t med a when usefu to a d ng comprehens on.
			b) Deve op the top c w th facts, def n t ons, and deta s.	b) Deve op the top c w th facts, def n t ons, concrete deta s, quotat ons, or other nformat on and examp es re ated to the top c.	b) Deve op the top c w th facts, def n t ons, concrete deta s, quotat ons, or other nformat on and examp es re ated to the top c.	b) Deve op the top c w th re evant facts, def n t ons, concrete deta s, quotat ons, or other nformat on and examp es.
			c) Use nk ng words and phrases (e.g., a so, another, and, more, but) to connect deas w th n categor es of nformat on.	c) L nk deas w th n categor es of nformat on us ng words and phrases (e.g., another, for examp e. a so, because).	c) L nk deas w th n and across categor es of nformat on us ng words, phrases, and c auses (e.g., n contrast, espec a y).	c) Use appropr ate trans t ons to c ar fy the re at onsh ps among deas and concepts.
			d) Prov de a conc ud ng statement or sect on.	d) Use prec se anguage and doma n-spec f c vocabu ary to nform about or exp a n the top c.	d) Use prec se anguage and doma n-spec f c vocabu ary to nform about or exp a n the top c.	d) Use prec se anguage and doma n-spec f c vocabu ary to nform about or exp a n the top c.

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
				e) Prov de a conc ud ng statement or sect on re ated to the nformat on or exp anat on presented.	e) Prov de a conc ud ng statement or sect on re ated to the nformat on or exp anat on presented.	e) Estab sh and ma nta n a forma sty e.
						f) Prov de a conc ud ng statement or sect on that fo ows from the nformat on or exp anat on presented.
K.W.3 Use a comb nat on of draw ng, d ctat ng, and wr t ng to narrate a s ng e event or severa oose y nked events, te about the events n the order n wh ch they occurred, and prov de a react on to what happened.	1.W.3 Wr te narrat ves n wh ch they recount two or more appropr ate y sequenced events, nc ude some deta s regard ng what happened, use tempora words to s gna event order, and prov de some sense of c osure.	2.W.3 Wr te narrat ves n wh ch they recount a we -e aborated event or short sequence of events, nc ude deta s to descr be act ons, thoughts, and fee ngs, use tempora words to s gna event order, and prov de a sense of c osure.	3.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. descr pt ve deta s, and c ear event sequences.	4.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. descr pt ve deta s, and c ear event sequences.	5.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. descr pt ve deta s, and c ear event sequences.	6.W.3 Wr te narrat ves to deve op rea or mag ned exper ences or events us ng effect ve techn que. re evant descr pt ve deta s, and we -structured event sequences.
			a) Estab sh a s tuat on and ntroduce a narrator and/or characters; organ ze an event sequence that unfo ds natura y.	a) Or ent the reader by estab sh ng a s tuat on and ntroduc ng a narrator and/or characters; organ ze an event sequence that unfo ds natura y.	a) Or ent the reader by estab sh ng a s tuat on and ntroduc ng a narrator and/or characters; organ ze an event sequence that unfo ds natura y.	a) Engage and or ent the reader by estab sh ng a context and ntroduc ng a narrator and/or characters; organ ze an event sequence that unfo ds natura y and og ca y.
			b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	b) Use d a ogue and descr pt on to deve op exper ences and events or show the responses of characters to s tuat ons.	b) Use narrat ve techn ques, such as d a ogue. descr pt on, and pac ng. to deve op exper ences and events or show the responses of characters to s tuat ons.	b) Use narrat ve techn ques, such as d a ogue. pac ng. and descr pt on, to deve op exper ences, events, and/or characters.

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
			c) Use temporal words and phrases to signal event order.	c) Use a var ety of trans t ona words and phrases to manage the sequence of events.	c) Use a var ety of trans t ona words, phrases, and c auses to manage the sequence of events.	c) Use a var ety of trans t on words, phrases, and c auses to convey sequence and s gna sh fts from one t me frame or sett ng to another.
			d) Provide a sense of closure.	d) Use concrete words and phrases and sensory deta s to convey exper ences and events prec se y.	d) Use concrete words and phrases and sensory deta s to convey exper ences and events prec se y.	d) Use prec se words and phrases, re evant descr pt ve deta s, and sensory anguage to convey exper ences and events.
				e) Prov de a conc us on that fo ows from the narrated exper ences or events.	e) Prov de a conc us on that fo ows from the narrated exper ences or events.	e) Prov de a conc us on that fo ows from the narrated exper ences or events.
STRAND: WRITING			**TOPIC: Production and Distribution of Writing**			
			3.W.4 W th gu dance and support from adu ts, produce wr t ng n wh ch the deve opment and organ zat on are appropr ate to task and purpose. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)	4.W.4 Produce c ear and coherent wr t ng n wh ch the deve opment and organ zat on are appropr ate to task, purpose, and aud ence. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)	5.W.4 Produce c ear and coherent wr t ng n wh ch the deve opment and organ zat on are appropr ate to task, purpose, and aud ence. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)	6.W.4 Produce c ear and coherent wr t ng n wh ch the deve opment, organ zat on, and sty e are appropr ate to task, purpose, and aud ence. (Grade-spec f c expectat ons for wr t ng types are def ned n standards 1–3 above.)
K.W.5 W th gu dance and support from adu ts, respond to quest ons and suggest ons from peers and add deta s to strengthen wr t ng as needed.	1.W.5 W th gu dance and support from adu ts, focus on a top c, respond to quest ons and suggest ons from peers, and add deta s to strengthen wr t ng as needed.	2.W.5 W th gu dance and support from adu ts and peers, focus on a top c and strengthen wr t ng as needed by rev s ng and ed t ng.	3.W.5 W th gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, and ed t ng. (Ed t ng for convent ons shou d demonstrate command of Language standards 1–3 up to and nc ud ng grade 3.)	4.W.5 W th gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, and ed t ng. (Ed t ng for convent ons shou d demonstrate command of Language standards 1–3up to and nc ud ng grade 4.)	5.W.5 W th gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, ed t ng, rewr t ng, or try ng a new approach.(Ed t ng for convent ons shou d demonstrate command of Language standards 1–3up to and nc ud ng grade 5.)	6.W.5 W th some gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, ed t ng, rewr t ng, or try ng a new approach. (Ed t ng for convent ons shou d demonstrate command of Language standards 1–3up to and nc ud ng grade 6 .)

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.W.6 W th gu dance and support from adu ts, exp ore a var ety of d g ta too s to produce and pub sh wr t ng, nc ud ng n co aborat on w th peers.	1.W.6 W th gu dance and support from adu ts, use a var ety of d g ta too s to produce and pub sh wr t ng, nc ud ng n co aborat on w th peers.	2.W.6 W th gu dance and support from adu ts, use a var ety of d g ta too s to produce and pub sh wr t ng, nc ud ng n co aborat on w th peers.	3.W.6 W th gu dance and support from adu ts, use techno ogy to produce and pub sh wr t ng (us ng keyboard ng sk s) as we as to nteract and co aborate w th others.	4.W.6 W th some gu dance and support from adu ts, use techno ogy, nc ud ng the Internet, to produce and pub sh wr t ng as we as to nteract and co aborate w th others; demonstrate suff c ent command of keyboard ng sk s to type a m n mum of one page n a s ng e s tt ng.	5.W.6 W th some gu dance and support from adu ts, use techno ogy, nc ud ng the Internet, to produce and pub sh wr t ng as we as to nteract and co aborate w th others; demonstrate suff c ent command of keyboard ng sk s to type a m n mum of two pages n a s ng e s tt ng.	6.W.6 Use techno ogy, nc ud ng the Internet, to produce and pub sh wr t ng as we as to nteract and co aborate w th others; demonstrate suff c ent command of keyboard ng sk s to type a m n mum of three pages n a s ng e s tt ng.
STRAND: WRITING			**TOPIC: Research to Build and Present Knowledge**			
K.W.7 Part c pate n shared research and wr t ng projects (e.g., exp ore a number of books by a favor te author and express op n ons about them).	1.W.7 Part c pate n shared research and wr t ng projects (e.g., exp ore a number of "how-to" books on a g ven top c and use them to wr te a sequence of nstruct ons).	2.W.7 Part c pate n shared research and wr t ng projects (e.g., read a number of books on a s ng e top c to produce a report; record sc ence observat ons).	3.W.7 Conduct short research projects that bu d know edge about a top c.	4.W.7 Conduct short research projects that bu d know edge through nvest gat on of d fferent aspects of a top c.	5.W.7 Conduct short research projects that use severa sources to bu d know edge through nvest gat on of d fferent aspects of a top c.	6.W.7 Conduct short research projects to answer a quest on, draw ng on severa sources and refocus ng the nqu ry when appropr ate.
K.W.8 W th gu dance and support from adu ts, reca nformat on from exper ences or gather nformat on from prov ded sources to answer a quest on	1.W.8 W th gu dance and support from adu ts, reca nformat on from exper ences or gather nformat on from prov ded sources to answer a quest on.	2.W.8 Reca nformat on from exper ences or gather nformat on from prov ded sources to answer a quest on.	3.W.8 Reca nformat on from exper ences or gather nformat on from pr nt and d g ta sources; take br ef notes on sources and sort ev dence nto prov ded categor es.	4.W.8 Reca re evant nformat on from exper ences or gather re evant nformat on from pr nt and d g ta sources; take notes and categor ze nformat on, and prov de a st of sources.	5.W.8 Reca re evant nformat on from exper ences or gather re evant nformat on from pr nt and d g ta sources; summar ze or paraphrase nformat on n notes and f n shed work, and prov de a st of sources.	6.W.8 Gather re evant nformat on from mu t p e pr nt and d g ta sources; assess the cred b ty of each source; and quote or paraphrase the data and conc us ons of others wh e avo d ng p ag ar sm and prov d ng bas c b b ograph c nformat on for sources.
				4.W.9 Draw ev dence from terary or nformat ona texts to support ana ys s, ref ect on, and research.	5.W.9 Draw ev dence from terary or nformat ona texts to support ana ys s, ref ect on, and research.	6.W.9 Draw ev dence from terary or nformat ona texts to support ana ys s, ref ect on, and research.

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
				a) App y grade 4 Read ng standards to terature (e.g., "Descr be n depth a character, sett ng. or event n a story or drama. draw ng on spec f c deta s n the text [e.g., a character's thoughts, words, or act ons].").	a) App y grade 5 Read ng standards to terature (e.g., "Compare and contrast two or more characters, sett ngs, or events n a story or a drama. draw ng on spec f c deta s n the text [e.g., how characters nteract]").	a) App y grade 6 Read ng standards to terature (e.g., "Compare and contrast texts n d fferent forms or genres [e.g., stor es and poems; h stor ca nove s and fantasy stor es] n terms of the r approaches to s m ar themes and top cs").
				b) App y grade 4 Read ng standards to nformat ona texts (e.g., "Exp a n how an author uses reasons and ev dence to support part cu ar po nts n a text").	b) App y grade 5 Read ng standards to nformat ona texts (e.g., "Exp a n how an author uses reasons and ev dence to support part cu ar po nts n a text, dent fy ng wh ch reasons and ev dence support wh ch po nt[s]").	b) App y grade 6 Read ng standards to terary nonf ct on (e.g., "Trace and eva uate the argument and spec f c c a ms n a text, d st ngu sh ng c a ms that are supported by reasons and ev dence from c a ms that are not").
STRAND: WRITING			**TOPIC: Range of Writing**			
			3.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne-spec f c tasks, purposes, and aud ences.	4.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne-spec f c tasks, purposes, and aud ences.	5.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne-spec f c tasks, purposes, and aud ences.	6.W.10 Wr te rout ne y over extended t me frames (t me for research, ref ect on, and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne-spec f c tasks, purposes, and aud ences.
STRAND: SPEAKING AND LISTENING			**TOPIC: Comprehension and Collaboration**			

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.SL.1 Part c pate n co aborat ve conversat ons w th d verse partners about k ndergarten top cs and texts w th peers and adu ts n sma and arger groups.	1.SL.1 Part c pate n co aborat ve conversat ons w th d verse partners about grade 1 top cs and texts w th peers and adu ts n sma and arger groups.	2.SL.1 Part c pate n co aborat ve conversat ons w th d verse partners about grade 2 top cs and texts w th peers and adu ts n sma and arger groups.	3.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on-one. n groups, and teacher- ed) w th d verse partners on grade 3 top cs and texts, bu d ng on others' deas and express ng the r own c ear y.	4.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on-one. n groups, and teacher- ed)w th d verse partners on grade 4 top cs and texts, bu d ng on others' deas and express ng the r own c ear y.	5.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on-one. n groups, and teacher- ed) w th d verse partners on grade 5 top cs and texts, bu d ng on others' deas and express ng the r own c ear y.	6.SL.1 Engage effect ve y n a range of co aborat ve d scuss ons (one-on-one. n groups, and teacher- ed) w th d verse partners on grade 6 top cs, texts, and ssues, bu d ng on others' deas and express ng the r own c ear y.
a) Fo ow agreed-upon ru es for d scuss ons (e.g., sten ng to others and tak ng turns speak ng about the top cs and texts under d scuss on).	a) Fo ow agreed-upon ru es for d scuss ons (e.g., sten ng to others w th care. speak ng one at a t me about the top cs and texts under d scuss on).	a) Fo ow agreed-upon ru es for d scuss ons (e.g., ga n ng the f oor n respectfu ways, sten ng to others w th care. speak ng one at a t me about the top cs and texts under d scuss on).	a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on and other nformat on known about the top c to exp ore deas under d scuss on.	a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on and other nformat on known about the top c to exp ore deas under d scuss on.	a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on and other nformat on known about the top c to exp ore deas under d scuss on.	a) Come to d scuss ons prepared. hav ng read or stud ed requ red mater a ; exp c t y draw on that preparat on by referr ng to ev dence on the top c. text, or ssue to probe and ref ect on deas under d scuss on.
b) Cont nue a conversat on through mu t p e exchanges.	b) Bu d on others' ta k n conversat ons by respond ng to the comments of others through mu t p e exchanges.	b) Bu d on others' ta k n conversat ons by nk ng the r comments to the remarks of others	b) Fo ow agreed-upon ru es for d scuss ons (e.g., ga n ng the f oor n respectfu ways, sten ng to others w th care. speak ng one at a t me about the top cs and texts under d scuss on).	b) Fo ow agreed-upon ru es for d scuss ons and carry out ass gned ro es.	b) Fo ow agreed-upon ru es for d scuss ons and carry out ass gned ro es.	b) Fo ow ru es for co eg a d scuss ons, set spec f c goa s and dead nes, and def ne nd v dua ro es as needed.
	c) Ask quest ons to c ear up any confus on about the top cs and texts under d scuss on.	c) Ask for c ar f cat on and further exp anat on as needed about the top cs and texts under d scuss on	c) Ask quest ons to check understand ng of nformat on presented. stay on top c. and nk the r comments to the remarks of others.	c) Pose and respond to spec f c quest ons to c ar fy or fo ow up on nformat on, and make comments that contr bute to the d scuss on and nk to the remarks of others.	c) Pose and respond to spec f c quest ons by mak ng comments that contr bute to the d scuss on and e aborate on the remarks of others.	c) Pose and respond to spec f c quest ons w th e aborat on and deta by mak ng comments that contr bute to the top c. text, or ssue under d scuss on.
			d) Exp a n the r own deas and understand ng n ght of the d scuss on.	d) Rev ew the key deas expressed and exp a n the r own deas and understand ng n ght of the d scuss on.	d) Rev ew the key deas expressed and draw conc us ons n ght of nformat on and know edge ga ned from the d scuss ons.	d) Rev ew the key deas expressed and demonstrate understand ng of mu t p e perspect ves through ref ect on and paraphras ng.

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.SL.2 Conf rm understand ng of a text read a oud or nformat on presented ora y or through other med a by ask ng and answer ng quest ons about key deta s and request ng c ar f cat on f someth ng s not understood.	1.SL.2 Ask and answer quest ons about key deta s n a text read a oud or nformat on presented ora y or through other med a.	2.SL.2 Recount or descr be key deas or deta s from a text read a oud or nformat on presented ora y or through other med a.	3.SL.2 Determ ne the ma n deas and support ng deta s of a text read a oud or nformat on presented n d verse med a and formats, nc ud ng v sua y, quant tat ve y, and ora y.	4.SL.2 Paraphrase port ons of a text read a oud or nformat on presented n d verse med a and formats, nc ud ng v sua y, quant tat ve y, and ora y.	5.SL.2 Summar ze wr tten a text read a oud or nformat on presented n d verse med a and formats, nc ud ng v sua y, quant tat ve y, and ora y.	6.SL.2 Interpret nformat on presented n d verse med a and formats (e.g., v sua y, quant tat ve y, ora y) and exp a n how t contr butes to a top c, text, or ssue under study.
K.SL.3 Ask and answer quest ons n order to seek he p, get nformat on, or c ar fy someth ng that s not understood.	1.SL.3 Ask and answer quest ons about what a speaker says n order to gather add t ona nformat on or c ar fy someth ng that s not understood.	2.SL.3 Ask and answer quest ons about what a speaker says n order to c ar fy comprehens on, gather add t ona nformat on, or deepen understand ng of a top c or ssue.	3.SL.3 Ask and answer quest ons about nformat on from a speaker, offer ng appropr ate e aborat on and deta .	4.SL.3 Ident fy the reasons and ev dence a speaker prov des to support part cu ar po nts.	5.SL.3 Summar ze the po nts a speaker makes and exp a n how each c a m s supported by reasons and ev dence.	6.SL.3 De neate a speaker's argument and spec f c c a ms, d st ngu sh ng c a ms that are supported by reasons and ev dence from c a ms that are not.
STRAND: SPEAKING AND LISTENING			**TOPIC: Presentation of Knowledge and Ideas**			
K.SL.4 Descr be fam ar peop e, p aces, th ngs, and events and, w th prompt ng and support, prov de add t ona deta .	1.SL.4 Add draw ngs or other v sua d sp ays to descr pt ons when appropr ate to c ar fy deas, thoughts, and fee ngs.	2.SL.6 Te a story or recount an exper ence w th appropr ate facts and re evant, descr pt ve deta s, speak ng aud b y n coherent sentences.	3.SL.4 Report on a top c or text, te a story, or recount an exper ence w th appropr ate facts and re evant, descr pt ve deta s, speak ng c ear y at an understandab e pace.	4.SL.4 Report on a top c or text, te a story, or recount an exper ence n an organ zed manner, us ng appropr ate facts and re evant, descr pt ve deta s to support ma n deas or themes; speak c ear y at an understandab e pace.	5.SL.4 Report on a top c or text or present an op n on, sequenc ng deas og ca y and us ng appropr ate facts and re evant, descr pt ve deta s to support ma n deas or themes; speak c ear y at an understandab e pace.	6.SL.4 Present c a ms and f nd ngs, sequenc ng deas og ca y and us ng pert nent descr pt ons, facts, and deta s to accentuate ma n deas or themes; use appropr ate eye contact, adequate vo ume, and c ear pronunc at on.
K.SL.5 Add draw ngs or other v sua d sp ays to descr pt ons as des red to prov de add t ona deta .	1.SL.5 Produce comp ete sentences when appropr ate to task and s tuat on.	2.SL.5 Create aud o record ngs of stor es or poems; add draw ngs or other v sua d sp ays to stor es or recounts of exper ences when appropr ate to c ar fy deas, thoughts, and fee ngs.	3.SL.5 Create engag ng aud o record ngs of stor es or poems that demonstrate f u d read ng at an understandab e pace; add v sua d sp ays when appropr ate to emphas ze or enhance certa n facts or deta s.	4.SL.5 Add aud o record ngs and v sua d sp ays to presentat ons when appropr ate to enhance the deve opment of ma n deas or themes.	5.SL.5 Inc ude mu t med a components (e.g., graph cs, sound) and v sua d sp ays n presentat ons when appropr ate to enhance the deve opment of ma n deas or themes.	6.SL.5 Inc ude mu t med a components (e.g., graph cs, mages, mus c, sound) and v sua d sp ays n presentat ons to c ar fy nformat on.

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Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.SL.6 Speak aud b y and express thoughts, fee ngs, and deas c ear y.	1.SL.6 Add draw ngs or other v sua d sp ays to descr pt ons when appropr ate to c ar fy deas, thoughts, and fee ngs.	2.SL.6 Produce comp ete sentences when appropr ate to task and s tuat on n order to prov de requested deta or c ar f cat on.	3.SL.6 Speak n comp ete sentences when appropr ate to task and s tuat on n order to prov de requested deta or c ar f cat on.	4.SL.6 D fferent ate between contexts that ca for forma Eng sh (e.g., present ng deas) and s tuat ons where nforma d scourse s appropr ate (e.g., sma - group d scuss on); use forma Eng sh when appropr ate to task and s tuat on.	5.SL.6 Adapt speech to a var ety of contexts and tasks, us ng forma Eng sh when appropr ate to task and s tuat on.	6.SL.6 Adapt speech to a var ety of contexts and tasks, demonstrat ng command of forma Eng sh when nd cated or appropr ate.
STRAND: LANGUAGE			**TOPIC: Conventions of Standard English**			
K.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	1.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	2.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	3.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	4.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	5.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.	6.L.1 Demonstrate command of the convent ons of standard Eng sh grammar and usage when wr t ng or speak ng.
a) Pr nt many upper- and owercase etters.	a) Pr nt a upper- and owercase etters.	a) Use co ect ve nouns (e.g., group).	a) Exp a n the funct on of nouns, pronouns, verbs, adject ves, and adverbs n genera and the r funct ons n part cu ar sentences.	a) Use re at ve pronouns (who, whose. whom, wh ch. that) and re at ve adverbs (where. when, why).	a) Exp a n the funct on of conjunct ons, prepos t ons, and nterject ons n genera and the r funct on n part cu ar sentences.	a) Ensure that pronouns are n the proper case (subject ve. object ve. possess ve).
b) Use frequent y occurr ng nouns and verbs.	b) Use common, proper, and possess ve nouns.	b) Form and use frequent y occurr ng rregu ar p ura nouns (e.g., feet, ch dren, teeth. m ce. f sh).	b) Form and use regu ar and rregu ar p ura nouns.	b) Form and use the progress ve (e.g., I was wa k ng; I am wa k ng; I w be wa k ng) verb tenses.	b) Form and use the perfect (e.g., I had wa ked; I have wa ked; I w have wa ked) verb tenses.	b) Use ntens ve pronouns (e.g., myse f. ourse ves).
c) Form regu ar p ura nouns ora y by add ng /s/ or /es/ (e.g., dog. dogs; w sh. w shes).	c) Use s ngu ar and p ura nouns w th match ng verbs n bas c sentences (e.g., He hops; We hop).	c) Use ref ex ve pronouns (e.g., myse f. ourse ves).	c) Use abstract nouns (e.g., ch dhood).	c) Use moda aux ar es (e.g., can, may, must) to convey var ous cond t ons.	c) Use verb tense to convey var ous t mes, sequences, states, and cond t ons.	c) Recogn ze and correct nappropr ate sh fts n pronoun number and person.*
d) Understand and use quest on words (nterrogat ves) (e.g., who, what, where. when, why, how).	d) Use persona , possess ve. and ndef n te pronouns (e.g., I, me. my; they, them, the r, anyone. everyth ng).	d) Form and use the past tense of frequent y occurr ng rregu ar verbs (e.g., sat, h d. to d).	d) Form and use regu ar and rregu ar verbs.	d) Order adject ves w th n sentences accord ng to convent ona patterns (e.g., a sma red bag rather than a red sma bag).	d) Recogn ze and correct nappropr ate sh fts n verb tense.*	d) Recogn ze and correct vague pronouns (.e., ones w th unc ear or amb guous antecedents).*

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
e) Use the most frequent y occurr ng prepos t ons (e.g., to, from, n, out, on, off. for, of. by, w th).	e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I wa ked home; Today I wa k home; Tomorrow I w wa k home).	e) Use adject ves and adverbs, and choose between them depend ng on what s to be mod f ed.	e) Form and use the s mp e (e.g., I wa ked; I wa k; I w wa k) verb tenses.	e) Form and use prepos t ona phrases.	e) Use corre at ve conjunct ons (e.g., e ther/or, ne ther/nor).	e) Recogn ze var at ons from standard Eng sh n the r own and others wr t ng and speak ng. and dent fy and use strateg es to mprove express on n convent ona anguage.*
f) Produce and expand comp ete sentences n shared anguage act v t es	f) Use frequent y occurr ng adject ves	f) Produce. expand. and rearrange comp ete s mp e and compound sentences (e.g., The boy watched the mov e; The tt e boy watched the mov e; The act on mov e was watched by the tt e boy).	f) Ensure subject-verb and pronoun-antecedent agreement.*	f) Produce comp ete sentences, recogn z ng and correct ng nappropr ate fragments and run-ons.*		
	g) Use frequent y occurr ng conjunct ons (e.g., and. but, or, so, because).		g) Form and use comparat ve and super at ve adject ves and adverbs, and choose between them depend ng on what s to be mod f ed.	g) Correct y use frequent y confused words (e.g., to, too, two; there. the r).*		
	h) Use determ ners (e.g., art c es, demonstrat ves).		h) Use coord nat ng and subord nat ng conjunct ons.			
	) Use frequent y occurr ng prepos t ons (e.g., dur ng. beyond. toward).		) Produce s mp e. compound. and comp ex sentences.			
	j) Produce and expand comp ete s mp e and compound dec arat ve. nterrogat ve. mperat ve. and exc amatory sentences n response to prompts.					

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	1.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	2.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	3.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	4.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	5.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng.	6.L.2 Demonstrate command of the convent ons of standard Eng sh cap ta zat on, punctuat on, and spe ng when wr t ng
a) Cap ta ze the f rst word n a sentence and the pronoun I.	a) Cap ta ze dates and names of peop e.	a) Cap ta ze ho days, product names, and geograph c names.	a) Cap ta ze appropr ate words n t t es.	a) Use correct cap ta zat on.	a) Use punctuat on to separate tems n a ser es.*	a) Use punctuat on (commas, parentheses, dashes) to set off nonrestr ct ve/paren thet ca e ements.*
b) Recogn ze and name end punctuat on.	b) Use end punctuat on for sentences.	b) Use commas n greet ngs and c os ngs of etters.	b) Use commas n addresses.	b) Use commas and quotat on marks to mark d rect speech and quotat ons from a text.	b) Use a comma to separate an ntroductory e ement from the rest of the sentence.	b) Spe correct y.
c) Wr te a etter or etters for most consonant and short-vowe sounds (phonemes).	c) Use commas n dates and to separate s ng e words n a ser es.	c) Use an apostrophe to form contract ons and frequent y occurr ng possess ves.	c) Use commas and quotat on marks n d a ogue.	c) Use a comma before a coord nat ng conjunct on n a compound sentence.	c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag quest on from the rest of the sentence (e.g., It's true. sn't t?), and to nd cate d rect address (e.g., Is that you, Steve?).	
d) Spe s mp e words phonet ca y, draw ng on know edge of sound-etter re at onsh ps.	d) Use convent ona spe ng for words w th common spe ng patterns and for frequent y occurr ng rregu ar words.	d) Genera ze earned spe ng patterns when wr t ng words (e.g., cage ? badge; boy ? bo).	d) Form and use possess ves.	d) Spe grade-appropr ate words correct y, consu t ng references as needed.	d) Use under n ng. quotat on marks, or ta cs to nd cate t t es of works.	
	e) Spe untaught words phonet ca y, draw ng on phonem c awareness and spe ng convent ons.	e) Consu t reference mater a s, nc ud ng beg nn ng d ct onar es, as needed to check and correct spe ngs	e) Use convent ona spe ng for h gh-frequency and other stud ed words and for add ng suff xes to base words (e.g., s tt ng. sm ed. cr es, happ ness).		e) Spe grade-appropr ate words correct y, consu t ng references as needed.	

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
			f) Use spe ng patterns and genera zat ons (e.g., word fam es, pos t on-based spe ngs, sy ab e patterns, end ng ru es, mean ngfu word parts) n wr t ng words.			
			g) Consu t reference mater a s, nc ud ng beg nn ng d ct onar es, as needed to check and correct spe ngs.			
STRAND: LANGUAGE			**TOPIC: Knowledge of Language**			
		2.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng.	3.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng.	4.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng.	5.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng.	6.L.3 Use know edge of anguage and ts convent ons when wr t ng. speak ng. read ng. or sten ng.
		a) Compare forma and nforma uses of Eng sh.	a) Choose words and phrases for effect.*	a) Choose words and phrases to convey deas prec se y.*	a) Expand. comb ne. and reduce sentences for mean ng. reader/ stener nterest, and sty e.	a) Choose anguage that expresses deas prec se y and conc se y, recogn z ng and e m nat ng word ness and redundancy.*
			b) Recogn ze and observe d fferences between the convent ons of spoken and wr tten standard Eng sh.	b) Choose punctuat on for effect.*	b) Compare and contrast the var et es of Eng sh (e.g., d a ects, reg sters) used n stor es, dramas, or poems.	b) Ma nta n cons stency n sty e and tone.*
				c) D fferent ate between contexts that ca for forma Eng sh (e.g., present ng deas) and s tuat ons where nforma d scourse s appropr ate (e.g., sma -group d scuss on).		
STRAND: LANGUAGE			**TOPIC: Vocabulary Acquisition and Use**			

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
K.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e-mean ng words and phrases based on k ndergarten read ng and content.	1.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e-mean ng words and phrases based on grade 1 read ng and content, choos ng f ex b y from an array of strateg es.	2.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e-mean ng words and phrases based on grade 2 read ng and content, choos ng f ex b y from an array of strateg es.	3.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e-mean ng word and phrases based on grade 3 read ng and content, choos ng f ex b y from a range of strateg es.	4.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e-mean ng words and phrases based on grade 4 read ng and content, choos ng f ex b y from a range of strateg es.	5.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e-mean ng words and phrases based on grade 5 read ng and content, choos ng f ex b y from a range of strateg es.	6.L.4 Determ ne or c ar fy the mean ng of unknown and mu t p e-mean ng words and phrases based on grade 6 read ng and content, choos ng f ex b y from a range of strateg es.
a) Ident fy new mean ngs for fam ar words and app y them accurate y (e.g., know ng duck s a b rd and earn ng the verb to duck).	a) Use sentence- eve context as a c ue to the mean ng of a word or phrase.	a) Use sentence- eve context as a c ue to the mean ng of a word or phrase.	a) Use sentence- eve context as a c ue to the mean ng of a word or phrase.	a) Use context (e.g., def n t ons, examp es, or restatements n text) as a c ue to the mean ng of a word or phrase.	a) Use context (e.g., cause/effect re at onsh ps and compar sons n text) as a c ue to the mean ng of a word or phrase.	a) Use context (e.g., the overa mean ng of a sentence or paragraph; a word's pos t on or funct on n a sentence) as a c ue to the mean ng of a word or phrase.
b) Use the most frequent y occurr ng nf ect ons and aff xes (e.g., -ed. -s, re-, un-, pre-, -fu , - ess) as a c ue to the mean ng of an unknown word.	b) Use frequent y occurr ng aff xes as a c ue to the mean ng of a word.	b) Determ ne the mean ng of the new word formed when a known pref x s added to a known word (e.g., happy/unhappy, te /rete).	b) Determ ne the mean ng of the new word formed when a known aff x s added to a known word (e.g., agreeab e/d sagreea b e. comfortab e/uncomf ortab e. care/care ess, heat/preheat).	b) Use common, grade-appropr ate Greek and Lat n aff xes and roots as c ues to the mean ng of a word (e.g., te egraph. photograph. autograph).	b) Use common, grade-appropr ate Greek and Lat n aff xes and roots as c ues to the mean ng of a word (e.g., photograph. photosynthes s).	b) Use common, grade-appropr ate Greek or Lat n aff xes and roots as c ues to the mean ng of a word (e.g., aud ence. aud tory, aud b e).
	c) Ident fy frequent y occurr ng root words (e.g., ook) and the r nf ect ona forms (e.g., ooks, ooked. ook ng).	c) Use a known root word as a c ue to the mean ng of an unknown word w th the same root (e.g., add t on, add t ona).	c) Use a known root word as a c ue to the mean ng of an unknown word w th the same root (e.g., company, compan on).	c) Consu t reference mater a s (e.g., d ct onar es, g ossar es, thesauruses), both pr nt and d g ta , to f nd the pronunc at on and determ ne or c ar fy the prec se mean ng of key words and phrases.		c) Consu t reference mater a s (e.g., d ct onar es, g ossar es, thesauruses), both pr nt and d g ta , to f nd the pronunc at on of a word or determ ne or c ar fy ts prec se mean ng or ts part of speech.

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
		d) Use know edge of the mean ng of nd v dua words to pred ct the mean ng of compound words (e.g., b rdhouse. ghthouse. housef y; bookshe f. notebook, bookmark).	d) Use g ossar es or beg nn ng d ct onar es, both pr nt and d g ta , to determ ne or c ar fy the prec se mean ng of key words and phrases.			d) Ver fy the pre m nary determ nat on of the mean ng of a word or phrase (e.g., by check ng the nferred mean ng n context or n a d ct onary).
		e) Use g ossar es and beg nn ng d ct onar es, both pr nt and d g ta , to determ ne or c ar fy the mean ng of words and phrases.				
K.L.5 W th gu dance and support from adu ts, exp ore word re at onsh ps and nuances n word mean ngs.	1.L.5 W th gu dance and support from adu ts, demonstrate understand ng of word re at onsh ps and nuances n word mean ngs.	2.L.5 Demonstrate understand ng of word re at onsh ps and nuances n word mean ngs.	3.L.5 Demonstrate understand ng of word re at onsh ps and nuances n word mean ngs.	4.L.5 Demonstrate understand ng of f gurat ve anguage. word re at onsh ps, and nuances n word mean ngs.	5.L.5 Demonstrate understand ng of f gurat ve anguage. Word re at onsh ps, and nuances n word mean ngs.	6.L.5 Demonstrate understand ng of f gurat ve anguage. word re at onsh ps, and nuances n word mean ngs.
a) Sort common objects nto categor es (e.g., shapes, foods) to ga n a sense of the concepts the categor es represent.	a) Sort words nto categor es (e.g., co ors, c oth ng) to ga n a sense of the concepts the categor es represent.	a) Ident fy rea - fe connect ons between words and the r use (e.g., descr be foods that are sp cy or ju cy).	a) D st ngu sh the tera and non tera mean ngs of words and phrases n context (e.g., take steps).	a) Exp a n the mean ng of s mp e s m es and metaphors (e.g., as pretty as a p cture) n context.	a) Interpret f gurat ve anguage. nc ud ng s m es and metaphors, n context.	a) Interpret f gures of speech (e.g., person f cat on) n context.
b) Demonstrate understand ng of frequent y occurr ng verbs and adject ves by re at ng them to the r oppos tes (antonyms).	b) Def ne words by category and by one or more key attr butes (e.g., a duck s a b rd that sw ms; a t ger s a arge cat w th str pes).	b) D st ngu sh shades of mean ng among c ose y re ated verbs (e.g., toss, throw, hur) and c ose y re ated adject ves (e.g., th n, s ender, sk nny, scrawny).	b) Ident fy rea - fe connect ons between words and the r use (e.g., descr be peop e who are fr end y or he pfu).	b) Recogn ze and exp a n the mean ng of common d oms, adages, and proverbs.	b) Recogn ze and exp a n the mean ng of common d oms, adages, and proverbs.	b) Use the re at onsh p between part cu ar words (e.g., cause/effect, part/who e. tem/category) to better understand each of the words.
c) Ident fy rea - fe connect ons between words and the r use (e.g., note p aces at schoo that are co orfu).	c) Ident fy rea - fe connect ons between words and the r use (e.g., note p aces at home that are cozy)		c) D st ngu sh shades of mean ng among re ated words that descr be states of m nd or degrees of certa nty (e.g., knew, be eved. suspected. heard. wondered).	c) Demonstrate understand ng of words by re at ng them to the r oppos tes (antonyms) and to words w th s m ar but not dent ca mean ngs (synonyms).	c) Use the re at onsh p between part cu ar words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	c) D st ngu sh among the connotat ons (assoc at ons) of words w th s m ar denotat ons (def n t ons) (e.g., st ngy, scr mp ng. econom ca , unwastefu , thr fty).

Attachment D: Standards – K 6 / Scope and Sequence

Common Core State Sandards – English Language Arts: K-6 Scope and Sequence						
Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
d) D st ngu sh shades of mean ng among verbs descr b ng the same genera act on (e.g., wa k, march. strut, prance) by act ng out the mean ngs.	d) D st ngu sh shades of mean ng among verbs d ffer ng n manner (e.g., ook, peek, g ance. stare. g are. scow) and adject ves d ffer ng n ntens ty (e.g., arge. g gant c) by def n ng or choos ng them or by act ng out the mean ngs.					
K.L.6 Use words and phrases acqu red through conversat ons, read ng and be ng read to, and respond ng to texts.	1.L.6 Use words and phrases acqu red through conversat ons, read ng and be ng read to, and respond ng to texts, nc ud ng us ng frequent y occurr ng conjunct ons to s gna s mp e re at onsh ps.	2.L.6 Use words and phrases acqu red through conversat ons, read ng and be ng read to, and respond ng to texts, nc ud ng us ng adject ves and adverbs to descr be.	3.L.6 Acqu re and use accurate y grade-appropr ate conversat ona , genera academ c, and doma n-spec f c words and phrases, nc ud ng those that s gna spat a and tempora re at onsh ps.	4.L.6 Acqu re and use accurate y grade-appropr ate genera academ c and doma n-spec f c words and phrases, nc ud ng those that s gna prec se act ons, emot ons, or states of be ng	5.L.6 Acqu re and use accurate y grade-appropr ate genera academ c and doma n-spec f c words and phrases, nc ud ng those that s gna contrast, add t on, and other og ca re at onsh ps	6.L.6 Acqu re and use accurate y grade-appropr ate genera academ c and doma n-spec f c words and phrases; gather vocabu ary know edge when cons der ng a word or phrase mportant to comprehens on or express on.

GRADE 6 - CONTENT AREA LITERACY STANDARDS	
STRAND: READING HISTORY	**TOPIC: Key Ideas and Details**
6-8.RH.1 C te spec f c textua ev dence to support ana ys s of pr mary and secondary sources	
6-8.RH.2 Determ ne the centra deas or nformat on of a pr mary or secondary source; prov de an accurate summary of the source d st nct from pr or know edge or op n ons.	
6-8.RH.3 Ident fy key steps n a text's descr pt on of a process re ated to h story/soc a stud es (e.g., how a b becomes aw, how nterest rates are ra sed or owered).	
STRAND: READING HISTORY	**TOPIC: Craft and Structure**
6-8.RH.4 Determ ne the mean ng of words and phrases as they are used n a text, nc ud ng vocabu ary spec f c to doma ns re ated to h story/soc a stud es.	
6-8.RH.5 Descr be how a text presents nformat on (e.g., sequent a y, comparat ve y, causa y).	
6-8.RH.6 Ident fy aspects of a text that revea an author's po nt of v ew or purpose (e.g., oaded anguage, nc us on or avo dance of part cu ar facts).	
STRAND: READING HISTORY	**TOPIC: Integration of Knowledge and Ideas**
6-8.RH.7 Integrate v sua nformat on (e.g., n charts, graphs, photographs, v deos, or maps) w th other nformat on n pr nt and d g ta texts.	
6-8.RH.8 D st ngu sh among fact, op n on, and reasoned judgment n a text.	
6-8.RH.9 Ana yze the re at onsh p between a pr mary and secondary source on the same top c.	
STRAND: READING HISTORY	**TOPIC: Range of Reading and Level of Text Complexity**
6-8.RH.10 By the end of grade 8, read and comprehend h story/soc a stud es texts n the grades 6–8 text comp ex ty band ndependent y and prof c ent y.	
STRAND: READING SCIENCE AND TECHNICAL	**TOPIC: Key Ideas and Details**
6-8.RST.1 C te spec f c textua ev dence to support ana ys s of sc ence and techn ca texts	
6-8.RST.2 Determ ne the centra deas or conc us ons of a text; prov de an accurate summary of the text d st nct from pr or know edge or op n ons.	
6-8.RST.3 Fo ow prec se y a mu t step procedure when carry ng out exper ments, tak ng measurements, or perform ng techn ca tasks.	

GRADE 6 - CONTENT AREA LITERACY STANDARDS	
STRAND: READING SCIENCE AND TECHNICAL	**TOPIC: Craft and Structure**
6-8.RST.4 Determ ne the mean ng of symbo s, key terms, and other doma n-spec f c words and phrases as they are used n a spec f c sc ent f c or techn ca context re evant to grades 6–8 texts and top cs.	
6-8.RST.5 Ana yze the structure an author uses to organ ze a text, nc ud ng how the major sect ons contr bute to the who e and to an understand ng of the top c.	
6-8.RST.6 Ana yze the author's purpose n prov d ng an exp anat on, descr b ng a procedure, or d scuss ng an exper ment n a text.	
STRAND: READING SCIENCE AND TECHNICAL	**TOPIC: Integration of Knowledge and Ideas**
6-8.RST.7 Integrate quant tat ve or techn ca nformat on expressed n words n a text w th a vers on of that nformat on expressed v sua y (e.g., n a f owchart, d agram, mode , graph, or tab e).	
6-8.RST.8 D st ngu sh among facts, reasoned judgment based on research f nd ngs, and specu at on n a text.	
6-8.RST.9 Compare and contrast the nformat on ga ned from exper ments, s mu at ons, v deo, or mu t med a sources w th that ga ned from read ng a text on the same top c.	
STRAND: READING SCIENCE AND TECHNICAL	**TOPIC: Range of Reading and Level of Text Complexity**
6-8.RST.10 By the end of grade 8, read and comprehend sc ence/techn ca texts n the grades 6–8 text comp ex ty band ndependent y and prof c ent y.	
STRAND: WRITING HISTORY	**TOPIC: Text Types and Purposes**
6-8.WHST.1 Wr te arguments focused on d sc p ne-spec f c content.	
a) Introduce c a m(s) about a top c or ssue. acknow edge and d st ngu sh the c a m(s) from a ternate or oppos ng c a ms, and organ ze the reasons and ev dence og ca y	
b) Support c a m(s) w th og ca reason ng and re evant, accurate data and ev dence that demonstrate an understand ng of the top c or text, us ng cred b e sources	
c) Use words, phrases, and c auses to create cohes on and c ar fy the re at onsh ps among c a m(s), counterc a ms, reasons, and ev dence	
d) Estab sh and ma nta n a forma sty e.	
e) Prov de a conc ud ng statement or sect on that fo ows from and supports the argument presented	
6-8.WHST.2 Wr te nformat ve/exp anatory texts, nc ud ng the narrat on of h stor ca events, sc ent f c procedures/ exper ments, or techn ca processes.	
a) Introduce a top c c ear y, prev ew ng what s to fo ow; organ ze deas, concepts, and nformat on nto broader categor es as appropr ate to ach ev ng purpose; nc ude formatt ng (e.g., head ngs), graph cs (e.g., charts, tab es), and mu t med a when usefu to a d ng comprehens on.	
b) Deve op the top c w th re evant, we -chosen facts, def n t ons, concrete deta s, quotat ons, or other nformat on and examp es.	
c) Use appropr ate and var ed trans t ons to create cohes on and c ar fy the re at onsh ps among deas and concepts.	
d) Use prec se anguage and doma n-spec f c vocabu ary to nform about or exp a n the top c.	
e) Estab sh and ma nta n a forma sty e and object ve tone.	
f) Prov de a conc ud ng statement or sect on that fo ows from and supports the nformat on or exp anat on presented.	
STRAND: WRITING HISTORY	**TOPIC: Production and Distribution of Writing**
6-8.WHST.4 Produce c ear and coherent wr t ng n wh ch the deve opment, organ zat on, and sty e are appropr ate to task, purpose, and aud ence.	
6-8.WHST.5 W th some gu dance and support from peers and adu ts, deve op and strengthen wr t ng as needed by p ann ng, rev s ng, ed t ng, rewr t ng, or try ng a new approach, focus ng on how we purpose and aud ence have been addressed.	
6-8.WHST.6 Use techno ogy, nc ud ng the Internet, to produce and pub sh wr t ng and present the re at onsh ps between nformat on and deas c ear y and eff c ent y.	
STRAND: WRITING HISTORY	**TOPIC: Research to Build and Present Knowledge**
6-8.WHST.7 Conduct short research projects to answer a quest on (nc ud ng a se f-generated quest on), draw ng on severa sources and generat ng add t ona re ated, focused quest ons that a ow for mu t p e avenues of exp orat on.	
6-8.WHST.8 Gather re evant nformat on from mu t p e pr nt and d g ta sources, us ng search terms effect ve y; assess the cred b ty and accuracy of each source; and quote or paraphrase the data and conc us ons of others wh e avo d ng p ag ar sm and fo ow ng a standard format for c tat on.	
6-8.WHST.9 Draw ev dence from nformat ona texts to support ana ys s ref ect on, and research.	
STRAND: WRITING HISTORY	**TOPIC: Range of Writing**
6-8.WHST.10 Wr te rout ne y over extended t me frames (t me for ref ect on and rev s on) and shorter t me frames (a s ng e s tt ng or a day or two) for a range of d sc p ne-spec f c tasks, purposes, and aud ences.	

We will be putting standards for all subject in a K-6 Scope and Sequence format in order to facilitate articulation between grade levels.
The STANDARDS SCOPE AND SEQUENCE is currently completed only for English Language Arts (pp 1-23 of this document).
Thus, the Standards for Mathematics, Social Studies, Science, and ancillary subjects are presented here by Grade Level.

Mathematics

Kindergarten

In kindergarten, students will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes. Students will use a variety of pictures and models to understand and solve addition and subtraction problems. Students will work with numbers and learn to think of ten as a unit, important building blocks for understanding place value.

Major Outcomes: Students will know/understand/ be able to…

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (such as claps), acting out situations, verbal explanations, expressions, and equations
- Solve word problems by adding or subtracting numbers up through 10 using objects and drawings
- Count to 100 by ones and tens
- Understand that numbers from 11 to 19 contain a ten and some leftover ones (for example, 14=10+4)

Grade 1

In grade one, students will work with whole numbers and place value—including grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will use pictures and diagrams to show addition and subtraction and to compare amounts. Students will also use charts, tables, and diagrams to solve problems. Students will use this understanding of place value to add one- and two-digit numbers together.

Major Outcomes: Students will know/understand/ be able to…

- Solve word problems by adding or subtracting numbers up through 20
- Solve addition and subtraction problems for different unknown numbers (20-?=15, 9+4=?)
- Understand that 10 can be thought of as a bundle of ten ones—called a “ten”
- Understand that the two digits of a two-digit number represent amounts of tens and ones (place value)
- Add and subtract numbers through 100 using what students have learned about place value

Grade 2

In grade two, students will extend their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and

subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. Students in grade two will use diagrams such as this one to think through and solve one- and two-step word problems. They will also build a foundation for understanding fractions by working with shapes and geometry.

Major Outcomes: Students will know/understand/ be able to…

- Solve one- and two-step word problems by adding or subtracting numbers up through 100
- Understand that 100 can be thought of as a bundle of ten tens—called a "hundred"
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)
- Add and subtract numbers through 1000 using what students have learned about place value

Grade 3

In grade three, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students use their understanding of place value as a strategy for multiplying one-digit numbers by multiples of ten. This will prepare them to multiply two multi-digit numbers in grade four. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Students begin to understand that fractions are sometimes the same quantity as a whole number (8⁄4 = 2) and whole numbers can be expressed as fractions (3= 12⁄4).

Major Outcomes: Students will know/understand/ be able to…

- Use place value understanding to round whole numbers to the nearest 10 or 100
- Quickly and accurately add and subtract numbers through 1000 using knowledge of place value
- Use place value understanding to multiply and divide numbers up through 100
- Multiply one-digit whole numbers by multiples of 10 between 10 and 90.
- Determine a fraction's place on a number line by defining the length from 0 to 1 as the whole and "cutting it" into equal parts
- Understand two fractions as equal if they are the same size or at the same point on a number line
- Compare the size of two different fractions of the same size object.

Grade 4

In grade four, students will use addition, subtraction, multiplication, and division to solve word problems, including problems involving measurement of volume, mass, and time. Students will continue to build their understanding of fractions—creating equal fractions, comparing the size of fractions, adding and subtracting fractions, and multiplying fractions by whole numbers. They will also start to understand the relationship between fractions and decimals. Students use the concepts of area and place value as strategies to multiply multi-digit numbers. Students will explore a variety of strategies to deepen their understanding of multiplication. Understanding and creating equal fractions will prepare students for the next step: adding and subtracting fractions with different denominators.

Major Outcomes: Students will know/understand/ be able to…

- Use place value understanding to round multi-digit whole numbers to any place
- 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
- Use place value understanding to find the product of two multi-digit numbers
- Compare two multi-digit numbers based on meanings of the digits in each place, using the symbols > (more than), = (equal to), and < (less than)
- Break down a fraction into smaller fractions with the same denominator, or bottom number, in more than one way (3⁄8 = 1⁄8+1⁄8+1⁄8 =2⁄8+1⁄8)
- Explain why a fraction is equal to another fraction
- Add and subtract mixed numbers (whole numbers mixed with fractions, such as 1 1⁄5) with the same denominators
- Multiply a fraction by a whole number

Grade 5

In grade five, students will build their understanding of the place value system by working with decimals up to the hundredths place. Students will also add, subtract, and multiply fractions, including fractions with unlike denominators. They will continue to expand their geometry and measurement skills, learning the concept of volume and measuring the volume of a solid figure. Students use place value understanding to figure out that, based on where the digits are located within the number, 0.115 is less than 0.151. Understanding how to divide objects into equal shares prepares students for the division of fractions.

Major Outcomes: Students will know/understand/ be able to…

- Use place value understanding to round decimals to any place
- 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
- Read, write, and compare decimals based on the meanings of the digits in the tenths, hundredths, and thousandths place, using the symbols >, =, and <
- Interpret a fraction as division of the numerator (the top number) by the denominator (the bottom number)
- Add and subtract fractions with different denominators
- Multiply a fraction by a whole number or another fraction
- Divide fractions by whole numbers and whole numbers by fractions

Grade 6

In grade six, students will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers—any number that can be made by dividing one integer by another, such as ½, 0.75, or 2. Students will also learn how to write and solve equations—mathematical statements using symbols,

such as 20+x = 35—and apply these skills in solving multi-step word problems. Real-world problems give students a context for dividing fractions by fractions. Students use diagrams and tables to think through and solve real-world problems involving ratios.

Major Outcomes: Students will know/understand/ be able to…

- Divide fractions by fractions using models and equations to represent the problem
- Solve word problems involving division of fractions by fractions
- Understand the concept of a ratio and use the correct language to describe it
- Understand the concept of a unit rate (the rate per unit, or a ratio with a denominator of 1) and use the correct language to describe it
- Use ratio and rates to solve real-world problems

MATHEMATICS – Kindergarten			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
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).
	Count to tell the number of objects	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
		K.CC.4a	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.
		K.CC.4b	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.
		K.CC.4c	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.
	Compare 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. (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	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
		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.

Attachment D: Standards – K 6 / Scope and Sequence

MATHEMATICS – Kindergarten			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
Number and Operations in Base Ten	Work 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 (such as 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 into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
Geometry	Identify and describe shapes	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?"

MATHEMATICS – Grade 1			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
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.
		1.OA.3	Apply properties of operations as strategies to add and subtract. 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.) (Students need not use formal terms for these properties.)
		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 number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? - 3, 6 + 6 = ?.
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:
		1.NBT.2a	a) 10 can be thought of as a bundle of ten ones called a "ten"
		1.NBT.2b	b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
		1.NBT.2c	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).

MATHEMATICS – Grade 1			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
		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	Use place value understanding and properties of operations to add and subtract. 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	Use place value understanding and properties of operations to add and subtract. 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.
Geometry	Reason with shapes and their attributes.	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) for a wide variety of shapes; 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. (Students do not need to learn formal names such as "right rectangular prism.")

MATHEMATICS – Grade 1			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
		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.

MATHEMATICS – Grade 2			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
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:
		2.NBT.1a	a) 100 can be thought of as a bundle of ten tens called a "hundred"
		2.NBT.1b	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. (Explanations may be supported by drawings or objects.)

MATHEMATICS – Grade 2			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
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 $ (dollars) and ¢ (cents) 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. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
		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.

MATHEMATICS – Grade 3			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
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 × ? = 48, 5 = __ ÷ 3, 6 × 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. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)
		3.OA.6	Understand division as an unknown-factor problem. For example, divide 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 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By end of Grade 3, know from memory all products of 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. (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.)
		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	Use place value	3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.

MATHEMATICS – Grade 3			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
Operations in Base Ten	understanding and properties of operations to perform multi-digit arithmetic.	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. (A range of algorithms may be used.)
		3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. (A range of algorithms may be used.)
Number and Operations: Fractions	Develop understanding of fractions as numbers.	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.
		3.NF.2a	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.
		3.NF.2b	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.
		3.NF.3a	a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
		3.NF.3b	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.
		3.NF.3c	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.
		3.NF.3d	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). 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. (Excludes compound units such as cm^3 and finding the geometric volume of a container.)

MATHEMATICS – Grade 3			
STRAND	TOPIC	CODE	COMMON CORE STATE STANDARD
	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--A. understand concepts of area and relate area to multiplication and to addition. B. recognize perimeter as an attribute of plane figures and distinguish between linear and area measures	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.
		3.MD.5a	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.
		3.MD.5b	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.
		3.MD.7a	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.
		3.MD.7b	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.
		3.MD.7c	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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning.
		3.MD.7d	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.
		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 area or with the same area and different perimeter.
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 is 1/4 of the area of the shape.

MATHEMATICS – Grade 4			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
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 x 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	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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)
		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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)
		4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)
	Use place value understanding and properties of	4.NBT.4	Fluently dd and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)

MATHEMATICS – Grade 4			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
	operations to perform multi-digit arithmetic	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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
		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. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
Number and Operations: Fractions	Extend understanding of fraction equivalence and ordering.	4.NF.1	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
		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. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
	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.
		4.NF.3a	a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
		4.NF.3b	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.
		4.NF.3c	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.
		4.NF.3d	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.

MATHEMATICS – Grade 4			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		4.NF.4a	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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).
		4.NF.4b	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 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)
		4.NF.4c	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. (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 1 62/100 ; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
		4.NF.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons comparisons are valid only when 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. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
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 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.

MATHEMATICS – Grade 4			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		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:
		4.MD.5a	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.
		4.MD.5b	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 line. 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 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.

MATHEMATICS – Grade 5			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
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 Å~ (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 positive integer exponents to denote powers of 10.
		5.NBT.3	Read, write, and compare decimals to thousandths.
		5.NBT.3a	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).
		5.NBT.3b	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 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.

MATHEMATICS – Grade 5			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
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 that when 3 wholes are shared equally among 4 people each person has a 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.
		5.NF.4a	a) Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)
		5.NF.4b	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:
		5.NF.5a	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.
		5.NF.5b	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 = (n×a)/(n×b) to the effect of multiplying a/b by 1.

MATHEMATICS – Grade 5			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		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.)
		5.NF.7a	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 & division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.
		5.NF.7b	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 × (1/5) = 4.
		5.NF.7c	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.
		5.MD.3a	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.
		5.MD.3b	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.

MATHEMATICS – Grade 5			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
		5.MD.5a	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.
		5.MD.5b	b) Apply the formulas V = l × w × h and V = b × 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.
		5.MD.5c	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.

MATHEMATICS – Grade 6			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
		6.RP.2	Understand the concept of a unit rate a/b associated with a ratio a:b with b ? 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)
		6.RP.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
		6.RP.3a	a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratio
		6.RP.3b	b) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
		6.RP.3c	c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.

MATHEMATICS – Grade 6			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
	Compute fluently with multi-digit numbers and find common factors and multiples	6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
		6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
		6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
		6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
		6.NS.6a	a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., (3) = 3, and that 0 is its own opposite.
		6.NS.6b	b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
		6.NS.6c	c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane
		6.NS.7	Understand ordering and absolute value of rational numbers.
		6.NS.7a	a) Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
		6.NS.7b	b) Write, interpret, and explain statements of order for rational numbers in real-world contexts.
		6.NS.7c	c) Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real world situation.
		6.NS.7d	d) Distinguish comparisons of absolute value from statements about

MATHEMATICS – Grade 6			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
			order.
		6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.1	Write and evaluate numerical expressions involving whole- number exponents.
		6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers.
		6.EE.2a	a) Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 y.
		6.EE.2b	b) Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.
		6.EE.2c	c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.
		6.EE.3	Apply the properties of operations as strategies to generate equivalent expressions.
		6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
	Reason about and solve one-variable equations and inequalities.	6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
		6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

MATHEMATICS – Grade 6			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
		6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
		6.EE.8	Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
	Represent and analyze quantitative relationships between dependent and independent variables	6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.
Geometry	Solve real-world and Mathematical problems involving area, surface area, and volume.	6.G.1	Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
		6.G.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
		6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
		6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Statistics and Probability	Develop understanding	6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

MATHEMATICS – Grade 6			
DOMAIN	CLUSTER	CODE	COMMON CORE STATE STANDARD
	of statistical variability.	6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
		6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.
	Summarize and describe distributions.	6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
		6.SP.5	Summarize numerical data sets in relation to their context, such as by:
		6.SP.5a	a) Reporting the number of observations.
		6.SP.5b	b) Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
		6.SP.5c	c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
		6.SP.5d	d) Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Social Studies

Kindergarten

In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from the social studies. The context for social studies learning in kindergarten is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. They will begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

Major Outcomes:

History

- Ask questions, share information and discuss ideas about the past
- Understand that the first component in the concept of chronology is to place information in sequential order

Geography

- Understand/explain that people belong to different groups and live in different settings around the world that can be found on a map or globe

Economics

- Explain ownership as a component of economics
- Discuss how purchases can be made to meet wants and needs (PFL)

Civics

- Participate in making decisions using democratic traditions
- Understand that civic participation takes place in multiple groups

Grade 1

In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

Major Outcomes

History

- Describe patterns and chronological order of events of the recent past
- Identify/describe/explain family and cultural traditions in the United States in the past

Geography

- Understand that geographic tools such as maps and globes to represent places
- Understand/explain how people in different groups and communities interact with each other and the environment

Economics

- Explain that people work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income
- Identify short term financial goals (PFL)

Civics

- Explain that effective groups have responsible leaders and team members
- Identify/describe notable people, places, holidays and patriotic symbols

Grade 2

In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

History

- Identify historical sources and utilize the tools of a historian
- People in the past influenced the history of neighborhoods and communities

Geography

- Use geographic terms and tools to describe space and place
- People in communities manage, modify, and depend on their environment

Economics

- The scarcity of resources affects the choices of individuals and communities
- Apply decision-making processes to financial decision making(PFL)

Civics

- Responsible community members advocate for their ideas
- People use multiple ways to resolve conflicts or differences

Grade 3

In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, including the study of American Indians. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

Major Outcomes: Students who understand these concepts will be able to…

History

- Use a variety of sources to distinguish historical fact from fiction
- Describe/explain how people in the past influenced the development and interaction of different communities and regions

Geography

- Use various types of geographic tools to develop spatial thinking
- Describe/explain the concept of regions is developed through an understanding of similarities and differences in places

Economics

- Describe producers and consumers and how goods and services are exchanged
- Describe how to meet short-term financial goals (PFL)

Civics

- Explain respecting the views and rights of others as components of a democratic society
- Describe/explain the origin, structure and function of local government

Grade 4

In fourth grade, students use their understanding of social studies concepts and skills to explore Washington State in the past and present. Students learn about the state's unique geography and key eras in early Washington State history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many learner performance expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

Major Outcomes

History

- Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado
- The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States

Geography

- Use several types of geographic tools to answer questions about the geography of Colorado
- Connections within and across human and physical systems are developed

Economics

- People respond to positive and negative incentives
- The relationship between choice and opportunity cost (PFL)

Civics

- Analyze and debate multiple perspectives on an issue
- The origins, structure, and functions of the Colorado government

Grade 5

In fifth grade, students use their understanding of social studies concepts and cause- and-effect relationships to study the development of the United States up to 1791. By applying what they know from civics, economics and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

Major Outcomes

History

- Analyze historical sources from multiple points of view to develop an understanding of historical context
- Identify/describe/explain the historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Geography

- Use various geographic tools and sources to answer questions about the geography of the United States
- Understands the causes and consequences of movement

Economics

- Describes how government and market structures influence financial institutions
- Understands the idea of utilizing financial institutions to manage personal finances (PFL)

Civics

- Describes/explains the foundations of citizenship in the United States
- Describes/explains the origins, structure, and functions of the United States government

Grade 6

In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world's major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

Major Outcomes:

History

- Analyze and interpret historical sources to ask and research historical questions
- Identify/describe/compare/contrast the historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another

Geography

- Use geographic tools to solve problems
- Describe/explain/analyze how human and physical systems vary and interact

Economics

- Identify and analyze different economic systems
- Describe/explain how saving and investing are key contributors to financial well being (PFL)

Civics

- Analyze the interconnected nature of the United States to other nations
- Compare multiple systems of governments

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES				
Constructing Compelling Questions	D1.1.K-2. Explain why the compelling question is im- portant to the student.	D1.1.3-5. Explain why compel- ling questions are important to others (e.g., peers, adults).	D1.1.6-8. Explain how a ques- tion represents key ideas in the field.	D1.1.9-12. Explain how a ques- tion reflects an enduring issue in the field.
	D1.2.K-2. Identify disciplinary ideas associated with a com- pelling question.	D1.2.3-5. Identify disciplinary concepts and ideas associat- ed with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and ap- plications of disciplinary con- cepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about inter- pretations and applications of disciplinary concepts and ideas associated with a com- pelling question.
Constructing Supporting Questions	D1.3.K-2. Identify facts and concepts associated with a supporting question.	D1.3.3-5. Identify the disci- plinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and ap- plications of disciplinary con- cepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about inter- pretations and applications of disciplinary concepts and ideas associated with a sup- porting question.
	D1.4.K-2. Make connec- tions between supporting questions and compelling questions.	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the rela- tionship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions con- tribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
Determining Helpful Sources	D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS (CIVICS)				
Civic and Political Institutions	**D2.Civ.1.K-2.** Describe roles and responsibilities of people in authority.	**D2.Civ.1.3-5.** Distinguish the responsibilities and pow- ers of government officials at various levels and branches of government and in different times and places.	**D2.Civ.1.6-8.** Distinguish the powers and responsi- bilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongov- ernmental contexts.	**D2.Civ.1.9-12.** Distinguish the powers and responsibili- ties of local, state, tribal, na- tional, and international civic and political institutions.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.	**D2.Civ.2.3-5.** Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	**D2.Civ.2.6-8.** Explain spe- cific roles played by citizens (such as voters, jurors, taxpay- ers, members of the armed forces, petitioners, protesters, and office-holders).	**D2.Civ.2.9-12.** Analyze the role of citizens in the U.S. po- litical system, with attention to various theories of democ- racy, changes in Americans' participation over time, and alternative models from other countries, past and present.
	D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.	**D2.Civ.3.3-5.** Examine the origins and purposes of rules, laws, and key U.S. constitu- tional provisions.	**D2.Civ.3.6-8.** Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	**D2.Civ.3.9-12.** Analyze the impact of constitutions, laws, treaties, and interna- tional agreements on the maintenance of national and international order.
	D2.Civ.4.K-2. *Begins in grades 3–5*	**D2.Civ.4.3-5.** Explain how groups of people make rules to create responsibilities and protect freedoms.	**D2.Civ.4.6-8.** Explain the powers and limits of the three branches of government, public officials, and bureau- cracies at different levels in the United States and in other countries.	**D2.Civ.4.9-12.** Explain how the U.S. Constitution estab- lishes a system of government that has powers, responsi- bilities, and limits that have changed over time and that are still contested.
	D2.Civ.5.K-2. Explain what governments are and some of their functions.	**D2.Civ.5.3-5.** Explain the origins, functions, and struc- ture of different systems of government, including those created by the U.S. and state constitutions.	**D2.Civ.5.6-8.** Explain the or- igins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	**D2.Civ.5.9-12.** Evaluate cit- izens' and institutions' effec- tiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
	D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	**D2.Civ.6.3-5.** Describe ways in which people benefit from and are challenged by working together, including through government, work- places, voluntary organiza- tions, and families.	**D2.Civ.6.6-8.** Describe the roles of political, civil, and economic organizations in shaping people's lives.	**D2.Civ.6.9-12.** Critique relationships among gov- ernments, civil societies, and economic markets.
Participation and Deliberation	**D2.Civ.7.K-2.** Apply civic virtues when participating in school settings.	**D2.Civ.7.3-5.** Apply civic virtues and democratic princi- ples in school settings.	**D2.Civ.7.6-8.** Apply civic virtues and democratic princi- ples in school and community settings.	**D2.Civ.7.9-12.** Apply civic virtues and democratic principles when working with others.
	D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	**D2.Civ.8.3-5.** Identify core civic virtues and demo- cratic principles that guide government, society, and communities.	**D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	**D2.Civ.8.9-12.** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
	D2.Civ.9.K-2. Follow agreed-upon rules for dis- cussions while responding attentively to others when addressing ideas and making decisions as a group.	**D2.Civ.9.3-5.** Use delibera- tive processes when making decisions or reaching judg- ments as a group.	**D2.Civ.9.6-8.** Compare deliberative processes used by a wide variety of groups in various settings.	**D2.Civ.9.9-12.** Use appropri- ate deliberative processes in multiple settings.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D2.Civ.10.K-2. Compare their own point of view with others' perspectives.	**D2.Civ.10.3-5.** Identify the beliefs, experiences, perspec- tives, and values that underlie their own and others' points of view about civic issues.	**D2.Civ.10.6-8.** Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people ad- dress issues and problems in government and civil society.	**D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the applica- tion of civic virtues, democrat- ic principles, constitutional rights, and human rights.
Processes, Rules, and Laws	**D2.Civ.11.K-2.** Explain how people can work together to make decisions in the classroom.	**D2.Civ.11.3-5.** Compare procedures for making deci- sions in a variety of settings, including classroom, school, government, and/or society.	**D2.Civ.11.6-8.** Differentiate among procedures for mak- ing decisions in the class- room, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	**D2.Civ.11.9-12.** Evaluate multiple procedures for mak- ing governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
	D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.	**D2.Civ.12.3-5.** Explain how rules and laws change society and how people change rules and laws.	**D2.Civ.12.6-8.** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	**D2.Civ.12.9-12.** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
	Begins in grades 3–5	**D2.Civ.13.3-5.** Explain how policies are developed to address public problems.	**D2.Civ.13.6-8.** Analyze the purposes, implementation, and consequences of public policies in multiple settings.	**D2.Civ.13.9-12.** Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
	D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.	**D2.Civ.14.3-5.** Illustrate historical and contemporary means of changing society.	**D2.Civ.14.6-8.** Compare historical and contemporary means of changing societies, and promoting the common good.	**D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of chang- ing societies, promoting the common good, and protect- ing rights.
DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS (ECONOMICS)				
Economic Decision Making	**D2.Eco.1.K-2.** Explain how scarcity necessitates decision making.	**D2.Eco.1.3-5.** Compare the benefits and costs of individu- al choices.	**D2.Eco.1.6-8.** Explain how economic decisions affect the well-being of individuals, businesses, and society.	**D2.Eco.1.9-12.** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
	D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.	**D2.Eco.2.3-5.** Identify pos- itive and negative incentives that influence the decisions people make.	**D2.Eco.2.6-8.** Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	**D2.Eco.2.9-12.** Use margin- al benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
Exchange and Markets	**D2.Eco.3.K-2.** Describe the skills and knowledge required to produce certain goods and services.	**D2.Eco.3.3-5.** Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	**D2.Eco.3.6-8.** Explain the roles of buyers and sellers in product, labor, and financial markets.	**D2.Eco.3.9-12.** Analyze the ways in which incentives influence what is produced and distributed in a market system.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.	**D2.Eco.4.3-5.** Explain why individuals and businesses specialize and trade.	**D2.Eco.4.6-8.** Describe the role of competition in the determination of prices and wages in a market economy.	**D2.Eco.4.9-12.** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
	D2.Eco.5.K-2. Identify prices of products in a local market.	**D2.Eco.5.3-5.** Explain the role of money in making exchange easier.	**D2.Eco.5.6-8.** Explain ways in which money facilitates exchange by reducing trans- actional costs.	**D2.Eco.5.9-12.** Describe the consequences of competition in specific markets.
	D2.Eco.6.K-2. Explain how people earn income.	**D2.Eco.6.3-5.** Explain the relationship between investment in human capital, productivity, and future incomes.	**D2.Eco.6.6-8.** Explain how changes in supply and de- mand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	**D2.Eco.6.9-12.** Generate possible explanations for a government role in markets when market inefficiencies exist.
	D2.Eco.7.K-2. Describe examples of costs of production.	**D2.Eco.7.3-5.** Explain how profits influence sellers in markets.	**D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.	**D2.Eco.7.9-12.** Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
	Begins in grades 3-5	**D2.Eco.8.3-5.** Identify examples of external benefits and costs.	**D2.Eco.8.6-8.** Explain how external benefits and costs influence market outcomes.	**D2.Eco.8.9-12.** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
	D2.Eco.9.K-2. Describe the role of banks in an economy.	**D2.Eco.9.3-5.** Describe the role of other financial institu- tions in an economy.	**D2.Eco.9.6-8.** Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	**D2.Eco.9.9-12.** Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
The National Economy	**D2.Eco.10.K-2.** Explain why people save.	**D2.Eco.10.3-5.** Explain what interest rates are.	**D2.Eco.10.6-8.** Explain the influence of changes in interest rates on borrowing and investing.	**D2.Eco.10.9-12.** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
	Begins in grades 3–5	**D2.Eco.11.3-5.** Explain the meaning of infl tion, defl - tion, and unemployment.	**D2.Eco.11.6-8.** Use ap- propriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	**D2.Eco.11.9-12.** Use eco- nomic indicators to analyze the current and future state of the economy.
	D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.	**D2.Eco.12.3-5.** Explain the ways in which the govern- ment pays for the goods and services it provides.	**D2.Eco.12.6-8.** Explain how infl tion, defl tion, and un- employment affect different groups.	**D2.Eco.12.9-12.** Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D2.Eco.13.K-2. Describe examples of capital goods and human capital.	**D2.Eco.13.3-5.** Describe ways people can increase pro- ductivity by using improved capital goods and improving their human capital.	**D2.Eco.13.6-8.** Explain why standards of living increase as productivity improves.	**D2.Eco.13.9-12.** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
The Global Economy	**D2.Eco.14.K-2.** Describe why people in one country trade goods and services with people in other countries.	**D2.Eco.14.3-5.** Explain how trade leads to increasing economic interdependence among nations.	**D2.Eco.14.6-8.** Explain barriers to trade and how those barriers influence trade among nations.	**D2.Eco.14.9-12.** Analyze the role of comparative advan- tage in international trade of goods and services.
	D2.Eco.15.K-2. Describe products that are produced abroad and sold domesti- cally and products that are produced domestically and sold abroad.	**D2.Eco.15.3-5.** Explain the effects of increasing economic interdependence on different groups within participating nations.	**D2.Eco.15.6-8.** Explain the benefits and the costs of trade policies to individuals, businesses, and society.	**D2.Eco.15.9-12.** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS (GEOGRAPHY)				
Geographic Representations	**D2.Geo.1.K-2.** Construct maps, graphs, and other representations of familiar places.	**D2.Geo.1.3-5.** Construct maps and other graphic rep- resentations of both familiar and unfamiliar places.	**D2.Geo.1.6-8.** Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	**D2.Geo.1.9-12.** Use geospa- tial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
	D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the rela- tionships and interactions that shape them.	**D2.Geo.2.3-5.** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmen- tal characteristics.	**D2.Geo.2.6-8.** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	**D2.Geo.2.9-12.** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
	D2.Geo.3.K-2. Use maps, globes, and other simple geo- graphic models to identify cultural and environmental characteristics of places.	**D2.Geo.3.3-5.** Use maps of different scales to describe the locations of cultural and environmental characteristics.	**D2.Geo.3.6-8.** Use paper based and electronic map- ping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	**D2.Geo.3.9-12.** Use geo- graphic data to analyze vari- ations in the spatial patterns of cultural and environmental characteristics at multiple scales.
Human-Environment	**D2.Geo.4.K-2.** Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.	**D2.Geo.4.3-5.** Explain how culture influences the way people modify and adapt to their environments.	**D2.Geo.4.6-8.** Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	**D2.Geo.4.9-12.** Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Attachment D: Standards – K 6 / Scope and Sequence

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D2.Geo.5.K-2. Describe how human activities affect the cultural and environmen- tal characteristics of places or regions.	**D2.Geo.5.3-5.** Explain how the cultural and environmen- tal characteristics of places change over time.	**D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	**D2.Geo.5.9-12.** Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
	D2.Geo.6.K-2. Identify some cultural and environ- mental characteristics of specific places.	**D2.Geo.6.3-5.** Describe how environmental and cul- tural characteristics influence population distribution in specific places or regions.	**D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to hu- man identities and cultures.	**D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmen- tal and cultural characteristics of specific places and regions.
Human Population: Spatial Patterns and Movements	**D2.Geo.7.K-2.** Explain why and how people, goods, and ideas move from place to place.	**D2.Geo.7.3-5.** Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	**D2.Geo.7.6-8.** Explain how changes in transportation and communication tech- nology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	**D2.Geo.7.9-12.** Analyze the reciprocal nature of how his- torical events and the spatial diffusion of ideas, technolo- gies, and cultural practices have influenced migration patterns and the distribution of human population.
	D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.	**D2.Geo.8.3-5.** Explain how human settlements and movements relate to the locations and use of various natural resources.	**D2.Geo.8.6-8.** Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	**D2.Geo.8.9-12.** Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
	D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.	**D2.Geo.9.3-5.** Analyze the effects of catastrophic envi- ronmental and technological events on human settlements and migration.	**D2.Geo.9.6-8.** Evaluate the influences of long-term hu- man-induced environmental change on spatial patterns of conflict and cooperation.	**D2.Geo.9.9-12.** Evaluate the influence of long-term climate variability on human migra- tion and settlement patterns, resource use, and land uses at local-to-global scales.
Global Interconnections	**D2.Geo.10.K-2.** Describe changes in the physical and cultural characteristics of various world regions.	**D2.Geo.10.3-5.** Explain why environmental characteristics vary among different world regions.	**D2.Geo.10.6-8.** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	**D2.Geo.10.9-12.** Evaluate how changes in the environ- mental and cultural charac- teristics of a place or region influence spatial patterns of trade and land use.
	D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.	**D2.Geo.11.3-5.** Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	**D2.Geo.11.6-8.** Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	**D2.Geo.11.9-12.** Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Attachment D: Standards – K 6 / Scope and Sequence

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.	**D2.Geo.12.3-5.** Explain how natural and human-made catastrophic events in one place affect people living in other places.	**D2.Geo.12.6-8.** Explain how global changes in population distribution patterns affect changes in land use in partic- ular places.	**D2.Geo.12.9-12.** Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS (HISTORY)				
Change, Continuity, and Context	**D2.His.1.K-2.** Create a chronological sequence of multiple events.	**D2.His.1.3-5.** Create and use a chronological sequence of related events to compare developments that happened at the same time.	**D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.	**D2.His.1.9-12.** Evaluate how historical events and devel- opments were shaped by unique circumstances of time and place as well as broader historical contexts.
	D2.His.2.K-2. Compare life in the past to life today.	**D2.His.2.3-5.** Compare life in specific historical time periods to life today.	**D2.His.2.6-8.** Classify series of historical events and developments as examples of change and/or continuity.	**D2.His.2.9-12.** Analyze change and continuity in historical eras.
	D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.	**D2.His.3.3-5.** Generate questions about individuals and groups who have shaped significant historical changes and continuities.	**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	**D2.His.3.9-12.** Use ques- tions generated about indi- viduals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
Perspectives	**D2.His.4.K-2.** Compare perspectives of people in the past to those of people in the present.	**D2.His.4.3-5.** Explain why individuals and groups during the same historical period differed in their perspectives.	**D2.His.4.6-8.** Analyze multi- ple factors that influenced the perspectives of people during different historical eras.	**D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	Begins in grades 3–5	**D2.His.5.3-5.** Explain connections among historical contexts and people's per- spectives at the time.	**D2.His.5.6-8.** Explain how and why perspectives of peo- ple have changed over time.	**D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape peo- ple's perspectives.
	D2.His.6.K-2. Compare dif- ferent accounts of the same historical event.	**D2.His.6.3-5.** Describe how people's perspectives shaped the historical sources they created.	**D2.His.6.6-8.** Analyze how people's perspectives influenced what information is available in the historical sources they created.	**D2.His.6.9-12.** Analyze the ways in which the perspec- tives of those writing history shaped the history that they produced.
	Begins in grades 9–12	*Begins in grades 9–12*	*Begins in grades 9–12*	**D2.His.7.9-12.** Explain how the perspectives of people in the present shape interpreta- tions of the past.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	Begins in grades 9–12	*Begins in grades 9–12*	*Begins in grades 9–12*	**D2.His.8.9-12.** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspec- tives of people at the time.
Historical Sources and Evidence	**D2.His.9.K-2.** Identify differ- ent kinds of historical sources.	**D2.His.9.3-5.** Summarize how different kinds of his- torical sources are used to explain events in the past.	**D2.His.9.6-8.** Classify the kinds of historical sourc- es used in a secondary interpretation.	**D2.His.9.9-12.** Analyze the relationship between histori- cal sources and the secondary interpretations made from them.
	D2.His.10.K-2. Explain how historical sources can be used to study the past.	**D2.His.10.3-5.** Compare information provided by dif- ferent historical sources about the past.	**D2.His.10.6-8.** Detect pos- sible limitations in the histori- cal record based on evidence collected from different kinds of historical sources.	**D2.His.10.9-12.** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
	D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.	**D2.His.11.3-5.** Infer the intended audience and purpose of a historical source from information within the source itself.	**D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended au- dience for historical sources where this information is not easily identifi d.	**D2.His.11.9-12.** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
	D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development.	**D2.His.12.3-5.** Generate questions about multiple historical sources and their relationships to particu- lar historical events and developments.	**D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inqui- ry and additional sources.	**D2.His.12.9-12.** Use questions generated about multiple historical sources to pursue further inquiry and in- vestigate additional sources.
	Begins at grade 3–5	**D2.His.13.3-5.** Use infor- mation about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	**D2.His.13.6-8.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	**D2.His.13.9-12.** Critique the appropriateness of the historical sources used in a secondary interpretation.
Causation and Argumentation	**D2.His.14.K-2.** Generate possible reasons for an event or development in the past.	**D2.His.14.3-5.** Explain probable causes and effects of events and developments.	**D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.	**D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.
	Begins in grades 6–8	*Begins in grades 6–8*	**D2.His.15.6-8.** Evaluate the relative influence of various causes of events and devel- opments in the past.	**D2.His.15.9-12.** Distinguish between long-term caus- es and triggering events in developing a historical argument.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D2.His.16.K-2. Select which reasons might be more likely than others to explain a his- torical event or development.	**D2.His.16.3-5.** Use evi- dence to develop a claim about the past.	**D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.	**D2.His.16.9-12.** Integrate evidence from multiple rele- vant historical sources and in- terpretations into a reasoned argument about the past.
	Begins in grades 3–5	**D2.His.17.3-5.** Summarize the central claim in a second- ary work of history.	**D2.His.17.6-8.** Compare the central arguments in second- ary works of history on related topics in multiple media.	**D2.His.17.9-12.** Critique the central arguments in secondary works of history on related topics in multiple me- dia in terms of their historical accuracy.
DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE				
Gathering and Evaluating Sources	**D3.1.K-2.** Gather relevant information from one or two sources while using the origin and structure to guide the selection.	**D3.1.3-5.** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	**D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	**D3.1.9-12.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.	**D3.2.3-5.** Use distinctions among fact and opinion to determine the credibility of multiple sources.	**D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.	**D3.2.9-12.** Evaluate the credibility of a source by examining how experts value the source.
Developing Claims and Using Evidence	*Begins in grades 3–5*	**D3.3.3-5.** Identify evidence that draws information from multiple sources in response to compelling questions.	**D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	**D3.3.9-12.** Identify evidence that draws information di- rectly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	Begins in grades 3–5	**D3.4.3-5.** Use evidence to develop claims in response to compelling questions.	**D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.	**D3.4.9-12.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION				
Communicating Conclusions	**D4.1.K-2.** Construct an argu- ment with reasons.	**D4.1.3-5.** Construct argu- ments using claims and evi- dence from multiple sources.	**D4.1.6-8.** Construct arguments using claims and evidence from multiple sourc- es, while acknowledging the strengths and limitations of the arguments.	**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Attachment D: Standards – K 6 / Scope and Sequence

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D4.2.K-2. Construct explanations using correct sequence and relevant information.	**D4.2.3-5.** Construct ex- planations using reasoning, correct sequence, examples, and details with relevant information and data.	**D4.2.6-8.** Construct ex- planations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	**D4.2.9-12.** Construct expla- nations using sound reason- ing, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and ef- fect, chronological, procedur- al, technical).
	D4.3.K-2. Present a summa- ry of an argument using print, oral, and digital technologies.	**D4.3.3-5.** Present a summa- ry of arguments and expla- nations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	**D4.3.6-8.** Present adap- tations of arguments and explanations on topics of interest to others to reach au- diences and venues outside the classroom using print and oral technologies (e.g., post- ers, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	**D4.3.9-12.** Present adapta- tions of arguments and expla- nations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technol- ogies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
Critiquing Conclusions	**D4.4.K-2.** Ask and answer questions about arguments.	**D4.4.3-5.** Critique arguments.	**D4.4.6-8.** Critique argu- ments for credibility.	**D4.4.9-12.** Critique the use of claims and evidence in arguments for credibility.
	D4.5.K-2. Ask and answer questions about explanations.	**D4.5.3-5.** Critique explanations.	**D4.5.6-8.** Critique the struc- ture of explanations.	**D4.5.9-12.** Critique the use of the reasoning, sequencing, and supporting details of explanations.
Taking Informed Action	**D4.6.K-2.** Identify and explain a range of local, regional, and global prob- lems, and some ways in which people are trying to address these problems.	**D4.6.3-5.** Draw on disci- plinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	**D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, region- al, and global levels over time, identifying its characteristics and causes, and the challeng- es and opportunities faced by those trying to address the problem.	**D4.6.9-12.** Use disciplinary and interdisciplinary lenses to understand the character- istics and causes of local, re- gional, and global problems; instances of such problems in multiple contexts; and challenges and opportuni- ties faced by those trying to address these problems over time and place.

Attachment D: Standards – K 6 / Scope and Sequence

College, Career, and Civic Life (C3) Framework for Social Studies State Standards				
	BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
	D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.	**D4.7.3-5.** Explain different strategies and approaches students and others could take in working alone and together to address local, re- gional, and global problems, and predict possible results of their actions.	**D4.7.6-8.** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	**D4.7.9-12.** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
	D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	**D4.8.3-5.** Use a range of deliberative and democratic procedures to make deci- sions about and act on civic problems in their classrooms and schools.	**D4.8.6-8.** Apply a range of deliberative and democratic procedures to make decisions and take action in their class- rooms and schools, and in out-of-school civic contexts.	**D4.8.9-12.** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Science

Kindergarten

Kindergarten students will participate in several units of scientific and engineering instruction, through an inquiry-based approach. The kindergarten science curriculum focuses on the children and their interaction with the world around them. We introduce all three main science areas of life, physical, and earth and space with more emphasis on life and physical science. Strong emphasis is placed on topics that pertain to the early learner and what is important to them: the parts of the body, five senses, healthy habits, pets, characteristics of objects, how objects move, plants, living and non-living things, weather and seasons.

Major Outcomes: Students who demonstrate understanding will be able to…

Skills and Processes (Scientists and Engineers)

- Describe the job of a scientist.
- Describe the job of an engineer.
- Describe ways in which scientists and engineers work together.
- Discover how scientists study the world.
- Identify the tools that a scientist uses.
- Identify the five steps in the Engineering Design Process.

Weather (Earth and Space Science)

- Observe weather and be able to explain clothing and activity choices.
- Differentiate between typical and severe types of weather in our community.
- Communicate and demonstrate ways to stay safe during severe weather in our community.
- Use the Engineering Design Process to design and build a structure to reduce the warming effect of sunlight on the Earth's surface.

Physical Science –Forces and Interactions: Pushes and Pulls

- Collaborate with classmates to plan and conduct an investigation that explores different pushes and pulls.
- Observe the motion of objects to explore the effects of pushes and pulls.
- Communicate about cause and effect.
- Compare the effects of different strengths of pushes and pulls.
- Use information to decide if a solution works as designed to change the speed or direction of an object with a push or pull.

Life Science – Relationships and Ecosystems

- Distinguish between needs and wants.
- Determine that animals require food and water to live and grow.
- Determine through investigation that plants need light and water to live and grow.
- Explain how plants and animals impact (change) their environment to meet their needs.
- Explain how human choices impact the environment, both in positive and negative ways.
- Collaborate to develop a solution to reduce negative human impact on the land, air, water, and/or other living things.

GRADE 1

Grade 1 science focuses on the life sciences because at this age, students are more egocentric and focused more on themselves than the things around them. The topics focus on stages of life starting with human beings, moving to plants then animals (primarily mammals), and ending with insects. The stages of life of all these are compared and contrasted, which makes for an easy transition from topic to topic. Science 1 also explores the sun and moon, sunlight, water, and soil.

Major Outcomes: Students who demonstrate understanding will be able to…

Life Science - Plant and Animal: Structure and Function

- Use the Engineering Design Process to help them design a new invention.
- Identify and explain how different external features of an animal help it survive in its environment.
- Identify and describe similarities and differences in parent animals and plants and their offspring.
- Identify and describe behaviors that parents and their offspring use to communicate, to help offspring survive.

Earth and Space Science – Patterns in Space Systems

- Describe and discuss characteristics of the sun as a star.
- Use observational data from a model to identify appropriate evidence to support the idea that stars, other than the sun, can only be seen at night.
- Use observable patterns to support the conclusion that the sun does not move, instead Earth's movement causes day and night.
- Design and produce a model of the surface of the moon.
- Describe how some of the moon's craters are formed.
- Use observational data to identify patterns in the appearance of the moon.

Physical Science – Light

- Compare and contrast objects with and without light.
- Identify natural and human-made sources of light.
- Explain how light travels and draw a diagram/model of light traveling (not to include the speed of light)
- Describe what happens when different objects are placed in front of a beam light.
- Justify whether an object is transparent, translucent, or opaque.
- Use the Engineering Design Process to design a device that can communicate using light.

GRADE 2

The Grade 2 student will use scientific skills and processes to observe, identify and describe the Moon and its physical properties, location, and movement. The student will use scientific skills and processes to describe and compare land features and soil characteristics; identify causes, effects, and prevention of soil erosion; and describe the effects of human and natural activities on soil. The student will use scientific skills and processes to describe and compare interactions of matter and describe, compare, and evaluate materials that accelerate or slow interactions. The student will use scientific skills and processes to describe and compare characteristics, basic needs, and life cycle of an organism.

Major Outcomes: Students will know/understand/ be able to…

Earth and Space Science – The Moon:

- Identify and describe a science problem related to the Moon.
- Describe the physical properties of the Moon.
- Observe the appearance of the Moon in the daytime and nighttime sky.
- Observe and record data about the location and movement of the Moon over time.
- Observe and describe the repeating pattern of lunar phases. Use

Earth Science - Soil and Erosion:

- Identify and describe a science problem related to soil characteristics and erosion.
- Describe and compare characteristics of different soils.
- Compare, and diagram the way in which soil layers.
- Observe and explain how soil can be formed by weathering.
- Measure and compare water retention of several types of soil.
- Identify and classify a variety of Earth surface features (i.e., hills, mountains, valleys, and continents) and water systems (i.e., rivers and oceans).
- Predict, observe, and identify causes and effects of soil erosion.
- Explain how water erodes unprotected soil.
- Predict, observe, and identify the effect of humans and other organisms on soil (e.g. erosion, pollution, building projects).
- Use science knowledge to make decisions and/or devise a plan to solve a problem.

Physical Science – Exploring Interactions

- Identify and describe a science problem related to interactions of matter.
- Describe and compare interactions of solids and liquids.
- Create mixtures and separate them based on differences in properties.
- Predict, record, and compare interactions of substances with water of different temperatures.
- Measure, record, and compare water temperature, using a temperature probe and thermometer.
- Give examples that show that energy can warm a substance (e.g. sun, stove top).
- Describe and compare interactions of ice with various materials that accelerate or slow melting.
- Draw conclusions based on observable evidence about materials that will interact with ice to accelerate melting.
- Draw conclusions based on observable evidence to identify materials that are good insulators.
- Use knowledge of science to make decisions and/or devise a plan to solve a problem.

Life and Environmental Science – Characteristics of Organisms

- Identify and describe a science problem related to characteristics of organisms.
- Observe, describe, and identify structural parts of an insect and the functions of those parts.
- Explain that all living things can be compared based on similarities and differences (i.e. external features).

- Classify collected organisms as insects or non-insects.
- Observe, describe, and record butterfly larvae structures and behaviors.
- Identify the structural changes in the various stages of a butterfly larva's growth and how they allow the organism to perform different functions.
- Predict and identify food preferences of butterfly larvae.
- Describe, record, and compare characteristics of different stages of a butterfly's life cycle.
- Observe, describe, and identify structural parts of a butterfly and the functions of those parts.
- Predict and identify the food preferences of an adult butterfly.
- Compare the food preferences of a butterfly larva to an adult butterfly.
- Explain that animals need air, water, and food to survive.
- Explain how the habitat provides basic needs (i.e., food, water, air) for the larvae and butterflies.
- Describe that offspring are very much, but not exactly, like their parents and one another.
- Use knowledge of science to make decisions and/or devise a plan to solve a problem.

Grade 3

In grade 3, science study begins with a study of the weather. From there the lessons begin a discussion of the Periodic Table of the Elements and teach the children what all things in our universe are built around. This leads into how matter can be changed both chemically and physically. The states of matter are reintroduced and prepare the children for discussions about meteorology and the Earth's atmosphere and water cycle. Students then study how rocks are formed, types of rocks, weathering and erosion, and soil. After soil, lessons begin with plants and finish with animals. Discussion includes the interdependence of soil, plants, and animals, specifically seed plants and amphibians and reptiles.

Major Outcomes: Students who demonstrate understanding will be able to…

Earth and Space Science – The Weather

- Understand that scientists record patterns of the weather across different times and areas in order to make predictions about future weather that may occur.
- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Understand that climate describes a range of typical weather conditions in a given area.
- Students will obtain and combine information to describe climates in different regions of the world.
- Understand that a variety of natural hazards result from natural processes. Humans can take steps to reduce their impacts.
- make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Physical Science – Forces and Interactions

- Plan and conduct a well-designed investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- Understand that every force has both a strength and a direction.

- Make observations and/or measurements of an object's motion to identify patterns that can be used to predict future motion.
- Understand that the speed and direction of an object in motion can be changed by direct and indirect interactions.
- Ask cause and effect questions to determine that electrical and magnetic forces between objects do not require that the objects be in contact.
- Define a simple design problem that can be solved by using magnets.

Life Sciences – Independent Relationships in Ecosystems

- When the environment changes in ways that affect a place's physical characteristics, temperature, or resources, some organisms survive and reproduce, others move, new organisms may arrive, and some organisms die.
- Being part of a group helps animals obtain food, defend themselves, and cope with changes in their environment. Groups may vary.
- Some kinds of plants and animals that once lived on Earth are no longer found.
- Fossils provide evidence about types of organisms that lived long ago.
- For any particular environment, some organisms survive well, some less well, and some cannot survive at all.
- Populations live in a variety of habitats, and changes in those habitats can affect the organisms that live there.

Life Sciences – Life Cycles and Traits

- Scientists use observation to understand the life cycles of living organisms.
- By observing organisms in their environment, we can identify problems facing different life forms.
- By identifying the source of some of the problems, and we can determine as solutions to help solve the problem.
- Students will be able to describe similarities and differences between life cycles of different organisms
- Define traits and how can they be observed
- Explain how traits can be described and compared
- Describe/explain how the environment can affect an organism's traits
- Describe/explain how a variation in traits can give an advantage to an organism, and increase its chance of survival

Grade 4

Science in grade 4 focuses on organisms and their interactions as well as forms of energy. The emphasis is life science and physical science as lessons review and build upon topics taught in Science K–3. Life science lessons include introduction to cells and cell structures, botany (plants are examined and classified), characteristics of vertebrate and invertebrate animals, and ecosystems, including adaptations and behaviors of plants and animals. Physical science lessons explore energy, including kinetic and potential energy, sound, radiant energy, visible light, heat, and renewable and non-renewable energy resources. Introduction of electricity finishes the program with lessons on types of electricity and building series circuits, parallel circuits, and electromagnets.

Major Outcomes: Students who demonstrate understanding will be able to…

Physical Science – Energy

- Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- Use evidence to construct an explanation relating the speed of an object to the energy of that object.

- Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- Obtain and combine information through research to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- Apply scientific and engineering ideas to design, test, and refine a device that converts energy from one form to another.

Physical Science – Waves

- Develop a model of waves.
- Compare and contrast multiple models of waves.
- Use a model of waves to make observations and collect data.
- Use a model of waves to describe patterns in the properties of the waves.
- Use a model of waves to support a description of the relationship between wave patterns and the movement of objects.
- Use a model of waves to support a description of the relationship between waves and the transfer of energy.
- Work collaboratively to generate and compare multiple solutions that use patterns to transfer information.

Earth and Space Science – Earth's Systems

- Use simulation procedures to identify variables and plan the collection of data, including observations and measurements.
- Use a simulation to produce data.
- Use evidence to support an explanation of the effects of the forces that shape earth's landscape over time.
- Work cooperatively to analyze data in order to make inferences about a time in earth's history.
- Analyze and interpret data on world maps in order to describe patterns of earth's features.
- Analyze and compare multiple solutions in order to identify the most effective strategies for reducing the impact of earthquakes on human-built structures.

Grade 5

In 5th grade, learners will focus on Exploring the Universe, Examining the Structure of Matter, and Investigating Matter and Its Interactions Students will use the skills and processes of science to investigate the natural cycles caused by Earth's rotation and revolution around the Sun; explain the importance of water to exist on our planet in three states and that the Sun powers the water cycle; investigate the properties of water to describe how human activity can have positive and negative effects on water quality; explain how those effects impact streams and rivers in our island home. A primary focus of the fifth grade science curriculum will be study of the Hawaii Conservation Enhancement Program. Our campus is ideally suited for such a hand-on scientific exploration.

Major Outcomes: Students who demonstrate understanding will be able to…

Earth and Space Science: Patterns and Cycles

- Identify and describe the physical properties of comets, asteroids, and meteors.
- Explain that the Earth's rotation on its axis produces the day and night cycle.
- Explain that the Earth's rotation also creates the apparent movement of other celestial bodies.
- Explain that the moon, like Earth, follows patterns of rotation and revolution. T

- Explain that these patterns create the Moon's apparent shape and position changes.

Physical Science – Forces and Motion

- Explain that speed is defined as the distance traveled over time.
- Explain that force is a push or a pull on an object. Gravity and friction are forces. Friction occurs when two surfaces rub together. Forces create changes in the way objects move.
- Explain that motion is a change in position. Periodic motion is the motion that repeats itself.
- Explain that variable motion occurs when different distances travel in equal times. Uniform motion occurs when equal distances travel in equal times.
- Explain that the greater the force, the greater the change in motion.
- Explain that potential energy is when energy is stored. Kinetic energy is when in energy is in motion. Kinetic energy can be converted into potential and vice versa.
- Explain that the amount of kinetic energy an object has is determined by the mass and speed of the object.
- Explain that forces create motion. As an object is in motion, kinetic and potential energy are transferred back and forth.

Earth and Space Science – Ecosystems and Conservation

- Explain/describe how certain consequences occur when Earth's natural resources are used. Creating a watershed model demonstrates how runoff and pollutants flow into our waters.
- Explain/describe how human activity has consequences on a watershed.
- Explain/describe how constructing a riparian buffer works to restore water quality.
- Explain that a cell is a basic unit of life.
- Explain that most single-celled organisms have needs, and demonstrate some behaviors similar to those of multi-cellular organisms.
- Explain/describe how single and multi-celled organisms must have their basic needs met in order to survive.

Hawaii Conservation Enhancement Program

- At the end of the year, students will be able to describe how restoring Riparian Forest Buffers can improve local water quality and the quality of the ecosystem of our Hawaiian islands.
- ***Sustaining food supply:*** Identify agricultural methods used in Hawaii to increase food production and their impact on humans and the environment.
- ***Conservation of resources:*** Explain why there is a need to conserve natural resources (including fossil fuel).

GRADE 6

The Grade 6 Performance Expectations (PEs) in the earth sciences address these essential questions and build on K-5 ideas and experiences. In Earth Science, students regularly engage in asking scientific questions that drive their investigations and lead to increasingly sophisticated evaluation of data and their presentation. Students also have opportunities to learn and to apply engineering-specific practices such as designing solutions to identified problems. Study is divided into four basic topic areas: (1) Earth and Space Science - Earth's Place in the Universe, (2) Earth's Systems; and (3) Earth and Human Activity.

Major Outcomes: Students who demonstrate understanding will be able to…

Earth's Place In the Universe

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- Analyze and interpret data to determine scale properties of objects in the solar system.
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

Earth's Systems

- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Earth and Human Activity

- Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

NEXT GENERATION SCIENCE STANDARDS K-6

NGSS - KINDERGARTEN			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Motion and Stability: Forces and Interactions	K-PS2-1.	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object	**Analyzing and Interpreting Data:** • With guidance, plan and conduct an investigation in collaboration with peers.
	K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*	**Analyzing and Interpreting Data:** • Analyze data from tests of an object or tool to determine if it works as intended
Energy	K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.	**Planning and Carrying Out Investigations:** • Make observations (firsthand or from media) to collect data that can be used to make comparisons
	K-PS3-2	Use tools and materials provided to design and build a structure that will reduce the warming effect of sunlight on Earth's surface.*	**Constructing Explanations and Designing Solutions"** • Use tools and materials provided to design and build a device that solves a specific problem
From Molecules to Organisms: Structures and Processes	K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	**Analyzing and Interpreting Data:** • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
Earth's Systems	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time. [	**Analyzing and Interpreting Data:** • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
	K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs	**Engaging in Argument from Evidence:** • Construct an argument with evidence to support a claim.
Earth and Human Activity	**K-ESS3-1**	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	**Developing and Using Models:** • Use a model to represent relationships in the natural world.

Attachment D: Standards – K 6 / Scope and Sequence

NGSS - KINDERGARTEN			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
	K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	**Asking Questions and Defining Problems:** • Ask questions based on observations to find more information about the designed world. **Obtaining, Evaluating, and Communicating Information:** • Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.
	K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*	**Obtaining, Evaluating, and Communicating Information:** • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.
Engineering Design	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**Asking Questions and Defining Problems:** • Ask questions based on observations to find more information about the natural and/or designed world(s). • Define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	**Developing and Using Models** • Develop a simple model based on evidence to represent a proposed object or tool.
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	**Analyzing and Interpreting Data** • Analyze data from tests of an object or tool to determine if it works as intended.

NGSS –GRADE 1			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Waves and Their Applications in Technologies for Information Transfer	**1-PS4-1**	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	**Planning and Carrying Out Investigations** ' Plan and conduct investigations collaboratively to produce evidence to answer a question.
	1-PS4-2	Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	**Constructing Explanations and Designing Solutions** ' Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.
	1-PS4-3	Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	**Planning and Carrying Out Investigations** ' Plan and conduct investigations collaboratively to produce evidence to answer a question.
	1-PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*	**Constructing Explanations and Designing Solutions** Use tools and materials provided to design a device that solves a specific problem.
From Molecules to Organisms: Structures and Processes	1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs	**Constructing Explanations and Designing Solutions** ' Use materials to design a device that solves a specific problem or a solution to a specific problem.
	1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	**Obtaining, Evaluating, and Communicating Information** ' Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.
Heredity: Inheritance and Variation of Traits	**1-LS3-1**	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	**Constructing Explanations and Designing Solutions** Make observations (firsthand or from media) to construct an evidence based account for natural phenomena.
Earth's Place in the Universe	**1-ESS1-1**	Use observations of the sun, moon, and stars to describe patterns that can be predicted.	**Analyzing and Interpreting Data** Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
	1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.	**Planning and Carrying Out Investigations** Make observations (firsthand or from media) to collect data that can be used to make comparisons.

Attachment D: Standards – K 6 / Scope and Sequence

NGSS –GRADE 1			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Engineering Design	**K-2-ETS1-1**	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**Asking Questions and Defining Problems** Ask questions based on observations to find more information about the natural and/or designed world(s). Define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2	**Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.**	**Developing and Using Models** Develop a simple model based on evidence to represent a proposed object or tool.
	K-2-ETS1-3	**Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.**	**Analyzing and Interpreting Data** nalyze data from tests of an object or tool to determine if it works as intended.

NGSS –GRADE 2			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Matter and Its Interactions	2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	**Planning and Carrying Out Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
	2-PS1-2	Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*	**Analyzing and Interpreting Data** Analyze data from tests of an object or tool to determine if it works as intended.
	2-PS1-3	Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	**Constructing Explanations and Designing Solutions** Make observations (firsthand or from media) to construct an evidence based account for natural phenomena
	2-PS1-4	Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	**Engaging in Argument from Evidence** Construct an argument with evidence to support a claim.
Ecosystems: Interactions, Energy, and Dynamics	2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.	**Planning and Carrying Out Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.
	2-LS2-2	Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*	**Developing and Using Models** Develop a simple model based on evidence to represent a proposed object or tool.
Biological Evolution: Unity and Diversity	2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.	**Planning and Carrying Out Investigations** Make observations (firsthand or from media) to collect data which can be used to make comparisons.
Earth's Place in the Universe	2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	**Constructing Explanations and Designing Solutions** Make observations from several sources to construct an evidence based account for natural phenomena
Earth's Systems	2-ESS2-1	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*[	**Constructing Explanations and Designing Solutions** Compare multiple solutions to a problem.
	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.	**Developing and Using Models** Develop a model to represent patterns in the natural world.

Attachment D: Standards – K 6 / Scope and Sequence

NGSS –GRADE 2			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.	**Obtaining, Evaluating, and Communicating Information** Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
Engineering Design	K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	**Asking Questions and Defining Problems** Ask questions based on observations to find more information about the natural and/or designed world(s). Define a simple problem that can be solved through the development of a new or improved object or tool.
	K-2-ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	**Developing and Using Models** Develop a simple model based on evidence to represent a proposed object or tool.
	K-2-ETS1-3	Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	**Analyzing and Interpreting Data** Analyze data from tests of an object or tool to determine if it works as intended.

NGSS –GRADE 3			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Motion and Stability: Forces and Interactions	**3-PS2-1**	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	**Planning and Carrying Out Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
	3-PS2-2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	**Planning and Carrying Out Investigations** Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
	3-PS2-3	Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	**Asking Questions and Defining Problems** Ask questions that can be investigated based on patterns such as cause and effect relationships
	3-PS2-4	Define a simple design problem that can be solved by applying scientific ideas about magnets.	**Asking Questions and Defining Problems** Define a simple problem that can be solved through the development of a new or improved object or tool.
From Molecules to Organisms: Structures and Processes	**3-LS1-1**	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	**Developing and Using Models** Develop models to describe phenomena.
Ecosystems: Interactions, Energy, and Dynamics	**3-LS2-1**	Construct an argument that some animals form groups that help members survive.	**Engaging in Argument from Evidence** Construct an argument with evidence, data, and/or a model.
Heredity: Inheritance and Variation of Traits	**3-LS3-1**	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	**Analyzing and Interpreting Data** Analyze and interpret data to make sense of phenomena using logical reasoning.
	3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.	**Constructing Explanations and Designing Solutions** Use evidence (e.g., observations, patterns) to support an explanation.
Biological Evolution: Unity and Diversity	3-LS4-1	Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	**Analyzing and Interpreting Data** Analyze and interpret data to make sense of phenomena using logical reasoning.
	3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	**Constructing Explanations and Designing Solutions** Use evidence (e.g., observations, patterns) to construct an explanation.

NGSS –GRADE 3			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
	3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	**Engaging in Argument from Evidence** Construct an argument with evidence.
	3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*	**Engaging in Argument from Evidence** Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
Earth's Systems	**3-ESS2-1**	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	**Analyzing and Interpreting Data** Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.
	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world	**Obtaining, Evaluating, and Communicating Information** Obtain and combine information from books and other reliable media to explain phenomena
Earth and Human Activity	3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*	**Engaging in Argument from Evidence** Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem
Engineering Design	**3-5-ETS1-1**	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	**Asking Questions and Defining Problems** Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	**Constructing Explanations and Designing Solutions** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	**Planning and Carrying Out Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.

NGSS –GRADE 4			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Energy	**4-PS3-1**	Use evidence to construct an explanation relating the speed of an object to the energy of that object	**Constructing Explanations and Designing Solutions** Use evidence (e.g., measurements, observations, patterns) to construct an explanation.
	4-PS3-2	Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	**Planning and Carrying Out Investigations** Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.
	4-PS3-3	Ask questions and predict outcomes about the changes in energy that occur when objects collide.	**Asking Questions and Defining Problems** Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.
	4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*	**Constructing Explanations and Designing Solutions** Apply scientific ideas to solve design problems.
Waves and Their Applications in Technologies for Information Transfer	**4-PS4-1**	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	**Developing and Using Models** Develop a model using an analogy, example, or abstract representation to describe a scientific principle.
	4-PS4-2	Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	**Developing and Using Models** Develop a model to describe phenomena
	4-PS4-3	Generate and compare multiple solutions that use patterns to transfer information.	**Constructing Explanations and Designing Solutions** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
From Molecules to Organisms: Structures and Processes	**4-LS1-1**	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	**Engaging in Argument from Evidence** Construct an argument with evidence, data, and/or a model.
	4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	**Developing and Using Models** Use a model to test interactions concerning the functioning of a natural system
Earth's Place in the Universe	4-ESS1-1	Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	**Constructing Explanations and Designing Solutions** Identify the evidence that supports particular points in an explanation.

NGSS –GRADE 4			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Earth's Systems	**4-ESS2-1**	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	**Planning and Carrying Out Investigations** Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
	4-ESS2-2	Analyze and interpret data from maps to describe patterns of Earth's features.	**Analyzing and Interpreting Data** Analyze and interpret data to make sense of phenomena using logical reasoning.
Earth and Human Activity	**4-ESS3-1**	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	**Obtaining, Evaluating, and Communicating Information** Obtain and combine information from books and other reliable media to explain phenomena.
	4-ESS3-2	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	**Constructing Explanations and Designing Solutions** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.
Engineering Design	**3-5-ETS1-1**	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	**Asking Questions and Defining Problems** Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	**Constructing Explanations and Designing Solutions** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	**Planning and Carrying Out Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered

NGSS –GRADE 5			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Matter and Its Interactions	**5-PS1-1**	Develop a model to describe that matter is made of particles too small to be seen.	**Developing and Using Models** Use models to describe phenomena.
	5-PS1-2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	**Using Mathematics and Computational Thinking** Measure and graph quantities such as weight to address scientific and engineering questions and problems.
	5-PS1-3	Make observations and measurements to identify materials based on their properties	**Planning and Carrying Out Investigations** Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
	5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	**Planning and Carrying Out Investigations** Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.
Motion and Stability: Forces and Interaction	**5-PS2-1**	Support an argument that the gravitational force exerted by Earth on objects is directed down.	**Engaging in Argument from Evidence** Support an argument with evidence, data, or a model.
Energy	**5-PS3-1**	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	**Developing and Using Models** Use models to describe phenomena.
From Molecules to Organisms: Structures and Processes	**5-LS1-1**	Support an argument that plants get the materials they need for growth chiefly from air and water.	**Engaging in Argument from Evidence** Support an argument with evidence, data, or a model.
Ecosystems: Interactions, Energy, and Dynamics	**5-LS2-1**	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment	**Developing and Using Models** Develop a model to describe phenomena.
Earth's Place in the Universe	**5-ESS1-1**	Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	**Engaging in Argument from Evidence** Support an argument with evidence, data, or a model.
	5-ESS1-2	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	**Analyzing and Interpreting Data** Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.

Attachment D: Standards – K 6 / Scope and Sequence

NGSS –GRADE 5			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Earth's Systems	**5-ESS2-1**	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	**Developing and Using Models** Develop a model using an example to describe a scientific principle
	5-ESS2-2	Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	**Using Mathematics and Computational Thinking** Describe and graph quantities such as area and volume to address scientific questions
Earth and Human Activity	**5-ESS3-1**	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	**Obtaining, Evaluating, and Communicating Information** Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.
Engineering Design	**3-5-ETS1-1**	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	**Asking Questions and Defining Problems** Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.
	3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	**Constructing Explanations and Designing Solutions** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
	3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	**Planning and Carrying Out Investigations** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.

NGSS –GRADE 6			
DOMAIN	**CODE**	**STANDARD**	**SCIENCE AND ENGINEERING PRACTICE**
Matter and its Interactions	MS-PS1-1	Develop models to describe the atomic composition of simple molecules and extended structures.	**Developing and Using Models** Develop a model to predict and/or describe phenomena
	MS-PS1-2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	**Analyzing and Interpreting Data** Analyze and interpret data to determine similarities and differences in findings.
	MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	**Obtaining, Evaluating, and Communicating Information** Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or now supported by evidence.
	MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	**Developing and Using Models** Develop a model to predict and/or describe phenomena
	MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	**Developing and Using Models** Develop a model to describe unobservable mechanisms.
	MS-PS1-6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*	**Constructing Explanations and Designing Solutions** Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
Energy	**MS-PS3-1**	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object	**Analyzing and Interpreting Data** Construct and interpret graphical displays of data to identify linear and nonlinear relationships.
Motion and Stability: Forces and Interactions	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.*	**Constructing Explanations and Designing Solutions** Apply scientific ideas or principles to design an object, tool, process or system.
Earth's Place in the Universe	MS-ESS1-1	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	**Developing and Using Models** Develop and use a model to describe phenomena.

NATIONAL HEALTH EDUCATION STANDARDS PreK-8*

* The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of each of the following grade spans: Pre K–Grade 2; Grade 3–Grade 5; and Grade 6–Grade 8. The performance indicators serve as a blueprint for organizing student assessment.

STANDARD	CODE	PERFORMANCE INDICATOR
Standard 1 **Students will comprehend concepts related to health promotion and disease prevention to enhance health.**	**Pre-K-Grade 2**	
	1.2.1	Identify that healthy behaviors impact personal health.
	1.2.2	Recognize that there are multiple dimensions of health.
	1.2.3	Describe ways to prevent communicable diseases.
	1.2.4	List ways to prevent common childhood injuries.
	1.2.5	Describe why it is important to seek health care.
	Grades 3-5	
	1.5.1	Describe the relationship between healthy behaviors and personal health.
	1.5.2	Identify examples of emotional, intellectual, physical, and social health.
	1.5.3	Describe ways in which safe and healthy school and community environments can promote personal health.
	1.5.4	Describe ways to prevent common childhood injuries and health problems.
	1.5.5	Describe when it is important to seek health care.
	Grades 6-8	
	1.8.1	Analyze the relationship between healthy behaviors and personal health.
	1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
	1.8.3	Analyze how the environment affects personal health.
	1.8.4	Describe how family history can affect personal health.
	1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
	1.8.6	Explain how appropriate health care can promote personal health.
	1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
	1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
Standard 2 **Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**	**Pre-K-Grade 2**	
	2.2.1	Identify how the family influences personal health practices and behaviors.
	2.2.2	Identify what the school can do to support personal health practices and behaviors.
	2.2.3	Describe how the media can influence health behaviors.
	Grades 3-5	
	2.5.1	Describe how family influences personal health practices and behaviors.
	2.5.2	Identify the influence of culture on health practices and behaviors.
	2.5.3	Identify how peers can influence healthy and unhealthy behaviors

NATIONAL HEALTH EDUCATION STANDARDS PreK-8*

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STANDARD	CODE	PERFORMANCE INDICATOR
	2.5.4	Describe how the school and community can support personal health practices and behaviors.
	2.5.5	Explain how media influences thoughts, feelings, and health behaviors.
	2.5.6	Describe ways that technology can influence personal health.
	Grades 6-8	
	2.8.1	Examine how the family influences the health of adolescents.
	2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.
	2.8.3	Describe how peers influence healthy and unhealthy behaviors.
	2.8.4	Analyze how the school and community can affect personal health practices and behaviors.
	2.8.5	Analyze how messages from media influence health behaviors.
	2.8.6	Analyze the influence of technology on personal and family health.
	2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
	2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
	2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.
Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.	**Pre-K-Grade 2**	
	3.2.1	Identify trusted adults and professionals who can help promote health.
	3.2.2	Identify ways to locate school and community health helpers.
	Grades 3-5	
	3.5.1	Identify characteristics of valid health information, products, and services.
	3.5.2	Locate resources from home, school, and community that provide valid health information.
	Grades 6-8	
	3.8.1	Analyze the validity of health information, products, and services.
	3.8.2	Access valid health information from home, school, and community.
	3.8.3	Determine the accessibility of products that enhance health.
	3.8.4	Describe situations that may require professional health services.
	3.8.5	Locate valid and reliable health products and services.
Standard 4 Students will demonstrate the ability	**Pre-K-Grade 2**	
	4.2.1	Demonstrate healthy ways to express needs, wants, and feelings.
	4.2.2	Demonstrate listening skills to enhance health.

NATIONAL HEALTH EDUCATION STANDARDS PreK-8*

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STANDARD	CODE	PERFORMANCE INDICATOR
to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4.2.3	Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
	4.2.4	Demonstrate ways to tell a trusted adult if threatened or harmed.
	Grades 3-5	
	4.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.
	4.5.2	Demonstrate refusal skills that avoid or reduce health risks.
	4.5.3	Demonstrate nonviolent strategies to manage or resolve conflict.
	4.5.4	Demonstrate how to ask for assistance to enhance personal health.
	Grades 6-8	
	4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.
	4.8.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.
	4.8.3	Demonstrate effective conflict management or resolution strategies.
	4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.	**Pre-K-Grade 2**	
	5.2.1	Identify situations when a health-related decision is needed.
	5.2.2	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
	Grades 3-5	
	5.5.1	Identify health-related situations that might require a thoughtful decision.
	5.5.2	Analyze when assistance is needed in making a health-related decision.
	5.5.3	List healthy options to health-related issues or problems.
	5.5.4	Predict the potential outcomes of each option when making a health-related decision.
	5.5.5	Choose a healthy option when making a decision.
	5.5.6	Describe the outcomes of a health-related decision.
	Grades 6-8	
	5.8.1	Identify circumstances that can help or hinder healthy decision making.
	5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.
	5.8.3	Distinguish when individual or collaborative decision making is appropriate.
	5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
	5.8.5	Predict the potential short-term impact of each alternative on self and others.
	5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.

NATIONAL HEALTH EDUCATION STANDARDS PreK-8*

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STANDARD	CODE	PERFORMANCE INDICATOR
	5.8.7	Analyze the outcomes of a health-related decision.
Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.	**Pre-K-Grade 2**	
	6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.
	6.2.2	Identify who can help when assistance is needed to achieve a personal health goal.
	Grades 3-5	
	6.5.1	Set a personal health goal and track progress toward its achievement.
	6.5.2	Identify resources to assist in achieving a personal health goal.
	Grades 6-8	
	6.8.1	Assess personal health practices.
	6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.
	6.8.3	Apply strategies and skills needed to attain a personal health goal.
	6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	**Pre-K-Grade 2**	
	7.2.1	Demonstrate healthy practices and behaviors to maintain or improve personal health.
	7.2.2	Demonstrate behaviors that avoid or reduce health risks.
	Grades 3-5	
	7.5.1	Identify responsible personal health behaviors.
	7.5.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
	7.5.3	Demonstrate a variety of behaviors to avoid or reduce health risks.
	Grades 6-8	
	7.8.1	Explain the importance of assuming responsibility for personal health behaviors.
	7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
	7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.
Standard 8 **Students will demonstrate the ability to advocate for personal, family, and community health.**	**Pre-K-Grade 2**	
	8.2.1	Make requests to promote personal health.
	8.2.2	Encourage peers to make positive health choices.
	Grades 3-5	
	8.5.1	Express opinions and give accurate information about health issues.
	8.5.2	Encourage others to make positive health choices.

NATIONAL HEALTH EDUCATION STANDARDS PreK-8*

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STANDARD	CODE	PERFORMANCE INDICATOR
	Grades 6-8	
	8.8.1	State a health-enhancing position on a topic and support it with accurate information.
	8.8.2	Demonstrate how to influence and support others to make positive health choices.
	8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.
	8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.

World Languages

(K-6) The study of world languages will include attention to the five goal areas identified by the American Council on the Teaching of Foreign Languages (ACTFL): Communication, Cultures, Connections, Comparisons, and Communities. These are the ***five C's of world language education***. (ACTFL, 2014)

Exploration of World Languages and Cultures will be embedded in the interdisciplinary curriculum. Communication is at the heart of second language study, whether the communication takes place face-to- face, in writing, or across centuries through the reading of literature. Students will learn basic vocabulary and conversational skills in a variety of languages as they study different cultures through the social studies and ELA curriculum. Languages/Cultures studied may include, but not be limited to: Hawaiian and other Pacific Islands, Japanese, Chinese, Filipino (Tagalog), and other heritage languages of the communities the students come from.

Through the study of other languages, students will gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Through comparisons and contrasts with the language being studied, students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. World Language knowledge and skill level will increase in complexity and range as students progress through the grade levels.

Major Outcomes (K-6): Students who understand these concepts will be able to:

Communication

- interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures

- use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections

- build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons

- use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities

- use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOCIAL-EMOTIONAL LEARNING STANDARDS: K-6 The Leader in Me: 7 Habits of Happy Kids	
Standard	**Performance Expectations (What students will learn and do in each standard)**
Habit 1 – Be Proactive I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.	1. Develop motivation; take pride in work. 2. Act responsibly toward self, family, school, community, nation, and the world. 3. Show initiative and entrepreneurialism. 4. Use unique talents and abilities to their full potential. 5. Think about choices; be accountable and responsible for actions and results, and understand that choices affect others.
Habit 2 – Begin With The End In Mind I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.	1. Use critical thinking to organize information. 2. Develop the intrapersonal skills of self-confidence and self-management. 3. Use creative and entrepreneurial thinking to solve problems. 4. Develop the ability to set goals and follow through. 5. Develop strong oral and written communication skills.
Habit 3 – Put First Things First I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.	1. Demonstrate time-management skills. 2. Cultivate a strong work ethic, flexibility, and adaptability. 3. Develop intrapersonal skills of self-management. 4. Be accountable and responsible for their actions and results. 5. Begin to cultivate analytical skills.
Habit 4 – Think Win-Win I balance courage for getting what I want with consideration for what others want. When conflicts arise, I look for a win-win solution.	1. Use their own unique talents and abilities to the fullest; value others' talents and abilities. 2. Develop flexibility and adaptability. 3. Be open-minded and nonjudgmental when considering others' views. 4. Demonstrate attentive listening skills. 5. Cultivate a spirit of cooperation to live in an interdependent community and world.
Habit 5 – Seek First to Understand, Then to Be Understood I listen to other people's ideas and feelings. I try to see things from their viewpoint (paradigm). I listen to others without interrupting. I listen with my ears, my eyes, and my heart. I am confident voicing my ideas.	1. Demonstrate attentive listening skills to build and maintain healthy relationships. 2. Cultivate good social and communication skills. 3. Show compassion toward others; share and put others first. 4. Appreciate different relationships. 5. Learn to relate to people who are alike as well as different, and work effectively in group settings.
Habit 6 – Synergize I value other people's strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people's ideas because I know that by teaming with others, we can create better solutions than any one of us can alone. I look for Third Alternatives.	1. Express and present information and ideas clearly in oral, visual, and written forms. 2. Use their own unique talents and abilities to the fullest; value others' talents and abilities. 3. Cultivate the ability to inspire, motivate, and draw out the best in others. 4. Communicate and work as a team in a multicultural and interdependent world. 5. Show initiative and entrepreneurialism.
Habit 7 – Sharpen The Saw I eat right, exercise, and get enough sleep (body). I learn in lots of ways and lots of places, not just at school (brain). I spend time with family and friends (heart). I take time to find meaningful ways to help people (soul). I balance all four parts of myself.	1. Demonstrate healthy ways to express needs, wants, and feelings. 2. Develop strong intrapersonal skills, self-reliance, self-confidence, and self-discipline. 3. Demonstrate characteristics of a responsible friend and family member. 4. Recognize the relationship between personal behavior and individual well-being. 5. Strive to be healthy for life.

ALIGNMENT OF "7 Habits of Happy Kids" Program with State of Hawaii DOE General Learner Outcomes

		State of Hawaii Department of Education: General Learner Outcomes					
		Self-directed Learner (The ab ty to be respons b e for one s own earn ng)	**Community Contributor** (The understand ng that t s essent a for human be ngs to work together)	**Complex Thinker** (The ab ty to demonstrate cr t ca th nk ng and prob em so v ng)	**Quality Producer** (The ab ty to recogn ze and produce qua ty performance and qua ty products)	**Effective Communicator** (The ab ty to commun cate effect ve y)	**Effective and Ethical User of Technology** (The ab ty to use a var ety of techno og es effect ve y and eth ca y)
7 Habits of Happy Kids	**Habit 1: Be Proactive** s	• Deve op mot vat on; take pr de n work	• Act respons b y toward se f, fam y, schoo , commun ty, nat on, and the wor d	• h nk about cho ces; be accountab e and respons b e for act ons and resu ts, and understand that cho ces affect others	• Show n t at ve and entrepreneur a sm • Use un que ta ents and ab t es to the r fu potent a		
	Habit 2: Begin With the End in Mind	• Deve op the ab ty to set goa s and fo ow through	• Deve op the ntrapersona sk s of se f conf dence and se f management	• Use cr t ca th nk ng to organ ze nformat on	• Use creat ve and entrepreneur a th nk ng to so ve prob ems	• Deve op strong ora and wr tten commun cat on sk s	
	Habit 3: Put First Things First	• Demonstrate t me management sk s	• Deve op ntrapersona sk s of se f management	• Beg n to cu t vate ana yt ca sk s	• Cu t vate a strong work eth c, f ex b ty, and adaptab ty • Be accountab e and respons b e for the r act ons and resu ts		
	Habit 4: Think Win Win		• Use the r own un que ta ents and ab t es to the fu est; va ue others' ta ents and ab t es • Cu t vate a sp r t of cooperat on to ve n an nterdependent commun ty and wor d			• Deve op f ex b ty and adaptab ty • Be open m nded and non udgmenta when cons der ng others' v ews • Demonstrate attent ve sten ng sk s	
	Habit 5: Seek F rst to Understand, Then to Be Understood		• Show compass on toward others; share and put others f rst • Apprec ate d fferent re at onsh ps • Learn to re ate to peop e who are a ke as we as d fferent, and work effect ve y n group sett ngs			• Demonstrate attent ve sten ng sk s to bu d and ma nta n hea thy re at onsh ps • Cu t vate good soc a and commun cat on sk s	
	Hab t 6: Synerg ze	• Show n t at ve and entrepreneur a sm	• Cu t vate the ab ty to nsp re, mot vate, and draw out the best n others • Commun cate and work as a team n a mu t cu tura and nterdependent wor d	• Use the r own un que ta ents and ab t es to the fu est; va ue others' ta ents and ab t es	• Express and present nformat on and deas c ear y n ora , v sua , and wr tten forms		
	Hab t 7: Sharpen the Saw	• Str ve to be hea thy for fe	• Deve op strong ntrapersona sk s, se f re ance, se f conf dence, and se f d sc p ne • Demonstrate character st cs of a respons b e fr end and fam y member	• Recogn ze the re at onsh p between persona behav or and nd v dua we be ng		• Demonstrate hea thy ways to express needs, wants, and fee ngs	

Attachment E: Typical Student Day

A TYPICAL SCHOOL DAY for "Anela" - a GRADE 3 STUDENT

Activity	Description of Activities
7:30 – 7:50 Arrive at School	Anela arrives at school and is greeted by the school director and support staff. She spends a few minutes talking story with her friends before heading off to her classroom, where her teacher welcomes her and helps her get settled.
7:50 – 8:15 Voice and Choice	Anela decides to spend her voice and choice time in the class "Makery," an area where students can create things out of recycled materials. On this day, she continues work on a go-cart model that she and her friends have designed for the upcoming go-cart festival at school.
8:15 – 8:45 **Morning Meeting** & **S.E.L.** (7 Habits)	The morning meeting takes place in the class "Village," a comfortable space with tatami mats and floor cushions designed for group dialogue and other brainstorming and reflective activities. After reviewing the day's schedule, the conversation turns to "Habit #2: Have a Plan." Students and teacher engage in a discussion about how they might use this habit to guide their work on their go-carts. The student committees also update the class on the arrangements for the go-cart festival, which is a student-initiated fundraiser to help build a new playground on campus.
8:45 – 9:45 **Daily Five** Listen to Reading Work on Writing, Word Work	Anela chooses to begin her Daily Five center time with "Work on Writing." She is composing a letter to the editor of ***The Garden Island***, Kauai's local newspaper, advertising the upcoming go-cart festival and inviting him to attend. She uses the rubric designed by the class to guide her letter writing to insure that all of the important components are included. After working for 20 minutes, Anela places the draft in her writing folder and moves on to Word Work, where she is in the process of mastering set 7 of the 11 Dolche sight word lists. She selects "word usage" as her task from the day and uses the vocabulary tiles to build sentences using each of the words on the list. She and her work partner take turns forming and reading each others sentences. Anela rounds off her Daily Five by listening to chapter 3 of Maniac Magee on tape as she follows along in the book. As she reads and listens, she makes a list of verbs that are used.
9:45 – 10:00 Recess	Anela shares her morning snack of baked ulu with her best friend, then spends the rest of recess jumping rope with a group of other students.
10:00 –10:30 **Daily Five** Read to Self, Read to Someone Guided Reading	Anela loves mysteries, and is reading "the Secret Tree" by Natalie Stanford. This is a "just right" book for Anela, so she can sound out or infer the words she does not know using the CAFÉ reading strategies she has learned in guided reading. In Guided Reading, Anela's group is reading "From Seed to Plant" by Gail Gibbons. This nonfiction informational book explains that most plants start as seeds, and follows the process from seed to plant. The CCSS-ELA focus of the lesson is "interpreting words and phrases and analyzing how specific word choices shape meaning." Anela's teacher asks, "What does it mean to sprout? Have you ever heard that word used to describe a person? If so, what did it mean?"
10:30 –11:30 Everyday Math	The class is continuing their study of measurement. Today Anela and her team are measuring the perimeter of the classroom in feet and inches, and converting the results to meters and centimeters. Over time, Anela's team is measuring all the spaces in their building so that they can build a to-scale replica of the building and grounds. They want to design a new "natural" playground for the campus and will present their idea and their model at the next POL day.
11:30 –11:45 Movement/ P.E.	The class is taking a virtual trip around the island by walk/running laps around the baseball field and tracking their progress in yards (a great math activity!). Anela is excited because the laps she completes today will mean she has "reached" Princeville, the halfway point of their journey.
11:45 –12:15 Lunch&Recess	Anela eats outside under the kamani trees, then plays with her friends until the jingle bells ring.
12:15 –12:30 Words Their Way (Spelling)	Today's spelling lesson is a sorting activity related to R-influenced vowel patterns. Anela is asked to sort her word cards under the pattern headers, "ar", "are," "air," and oddball words, based upon the sounds the vowels make in the words. Anela accidentally put "pear" in the "ar" pile even though it doesn't share the same sound as the other words (part, start, harm, etc.) in the group. As she reads through the words in each group, she realizes her mistake and resorts the words so that "pear" is in the correct column. She records her sort in her ELA journal.
12:30 –1:50 **Project-Based Learning:** Social Studies/ Science/ Health/ 5 C's	The go-cart festival is three weeks away, and Anela's team is having trouble getting their go-cart to turn smoothly at the far end of the track. They spend today's PBL time researching wheels and pulleys, and decide to re-design the wheel assembly so that the foot pedals connect closer to the steering column for added control. To do this, they need to measure and cut new spindles to hold the wheels in place and to connect the wheels to the steering wheel. They work diligently for the entire period, but only finish one side of the wheel assembly. They will continue tomorrow. Anela's job during clean-up is to sweep up the sawdust and make sure no wood splinters are left on the floor.
1:50 – 2:00 **Closing Circle**	Anela takes her place in the closing circle, conducted in the "Village." Today's check-out is "one word to describe how your project is going. Anela's word is "rebuilding."
2:00 School Ends	Anela walks to her brother's class to meet him, and together they go to wait for mom to pick them up.

Attachment F: Typical Teacher Day

A TYPICAL SCHOOL DAY for "Ms. Kam" - a GRADE 3 TEACHER

Activity	Description of Activities
7:30 – 7:45 Arrive at School	Ms. Kam arrives a little early to school, parks under the shower tree and goes to the office to sign in. She picks up her mail and sees that the Scholastic Book Order has arrived, so she asks the school custodian to assist her in carrying the books to her classroom for distribution.
7:45 – 7:50	Ms. Kam greets students as they arrive in the classroom.
7:45 – 8:15 Voice and Choice	It is student Voice and Choice time, so students are engaged in independent activities of their own choosing (from the "menu" posted in the classroom). Ms. Kam uses this time to circulate among the students and have individual mini-conferences about their activities, and to check in on how each child is doing socially and emotionally. She sees that Sam, a new student, seems distracted and subdued. She speaks with Sam and discovers that his pet lizard ran away. They talk about where it might have gone and ways that Sam might go about finding it. Sam decides to spend the rest of the period making "Have you seen my pet?" signs to post around the neighborhood after school.
8:15 – 8:45 **Morning Meeting** & **S.E.L.** (7 Habits)	The morning meeting takes place in the class "Village," a comfortable space with tatami mats and floor cushions designed for group dialogue and other brainstorming and reflective activities. After reviewing the day's schedule, Ms. Kam leads the class in a discussion of "Habit #2: Have a Plan." Some students have fallen behind in their go-cart preparations, so the class discusses what kind of checklist, graphic organizers, or check-ins might help keep students on track.
8:45 – 9:45 **Daily Five** Listen to Reading, Work on Writing, Word Work	Ms. Kam has posted "process prompts" indicating the choices for Work on Writing and Word Work. She circulates and checks with students to make sure they understand their chosen literacy task, and reminds them to use the standard and class-designed rubrics when needed. As students work, Ms. Kam conducts mini-conferences to review writing drafts & make suggestions or corrections. Several students are ready to "test" on their dolche word lists; she tests them and helps them record their progress.
9:45 – 10:00 Recess	Care Team members (educational assistants) supervise recess. Ms. Kam uses the time to set up for the guided reading groups that will take place after recess. As she works, she continues her earlier conversation with Sam, who has decided to stay in.
10:00 –10:30 **Daily Five** Read to Self, Read to Someone Guided Reading	While students are reading independently from their book box (7-10 books on their level that they select every 2-3 weeks), Ms. Kam conducts guided reading by ability groups. The first group is reading on Fountas and Pinnell level "M." They are reading the book "From Seed to Plant" by Gail Gibbons. The CCSS-ELA focus of the lesson is "interpreting words and phrases and analyzing how specific word choices shape meaning." Ms. Kam asks, "What does it mean to sprout? Have you ever heard that word used to describe a person? If so, what did it mean?" After the 20-minute lesson is completed, Ms. Kam calls the next group, who are reading on level "P." After the lessons, she records student progress.
10:30 –11:30 Everyday Math	Ms. Kam supervises indoor and outdoor measuring activities. She works with small groups of students on a conversion exercise (inches to centimeters, yards and feet to meters and centimeters). She checks the work results in student workbooks, and records the progress in the notes section at the back of the student math journals. She conducts a math facts quick quiz for a group of students who request it.
11:30 –11:45 Movement/ P.E.	The class is taking a virtual trip around the island by walk/running laps around the baseball field and tracking their progress in miles and yards. Ms. Kam supervises the students' run/walk, walking alongside of some students. She then assists students in updating their progress on the class chart.
11:45 –12:15 Lunch&Recess	Duty Free lunch period. Ms. Kam chooses to eat with other teachers in the "Synergy" room (a room set aside for teachers and staff to connect with each other, relax and share ideas).
12:15 –12:30 Words Their Way (Spelling)	Today's spelling lesson is a sorting activity related to R-influenced vowel patterns. Ms. Kam instructs students to sort their word cards under the headers, "ar", "are," "air," and oddball words, based upon the sounds the vowels make in the words. She circulates around the room and assists students who have placed words in the wrong columns, asking them to say the words aloud to check for the sound of the vowel patterns. She then assists students in recording their sort results in their ELA journals.
12:30 –1:50 **Project-Based Learning:** SS/Sci/ Health/ 5 C's	The go-cart festival is three weeks away, and the class is working in teams on their go-carts. Some teams are conducting internet-based research so that they can improve their cart models. As they work, Ms. Kam circulates and offers suggestions for next steps, assists with technical issues, and insures that everyone is working safely. She provides regular time-checks to keep students on track, and checks in with each group toward the end of the period to help them problem-solve if necessary..
1:50 – 2:00 **Closing Circle**	Ms. Kam gathers with her students in the class "Village" to find out how their day went. She briefly reviews tomorrow's plan, & reads an inspirational poem for the class to think about as they end their day.
2:00 – 2:45 Teacher Prep	Ms. Kam meets briefly with her Grade 3 teaching partner to compare notes about the progress of the current PBL Project, the go-cart festival. Then, she sorts the Scholastic book orders so that they will be ready for distribution tomorrow. Before leaving, she emails Sam's mom to check in about how Sam is doing after having lost his pet.

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Elementary School Staffing Model and Rollout

Title	Salary and FTE Per Position Per Year					
	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022	Capacity 2027-2028
Principal (Bargaining unit 6)	1.0 90,000	1.0 90,000	1.0 90,000	1.0 90,000	1.0 90,000	1.0 90,000
Assistant Principal (Bargaining unit 6)						
Classroom Teachers (Core Subjects) (Bargaining unit 5)	7.0 385,000	9.0 495,000	11.0 605,000	12.0 660,000	13.0 715,000	14.0 770,000
Classroom Teachers (Specials)	0.0	0.0	0.0	1.0 55,000	1.0 55,000	2.0 110,000
Student Support Position 1 Student Support Coordinator (SSC)	0.5 30,000	0.5 30,000	0.5 30,000	1.0 60,000	1.0 60,000	1.0 60,000
Student Support Position 2 Counselor	0.0	0.0	0.5 30,000	1.0 60,000	1.0 60,000	1.0 60,000
Specialized School Staff 1 Network Support Manager	0.5 20,000	0.5 20,000	0.5 20,000	1.0 40,000	1.0 40,000	1.0 40,000
Specialized School Staff 2 (Curriculum Coordinator/Data Coach) 15%dif/yr (Bargaining unit 5)	1.0 63,250	1.0 63,250	1.0 63,250	1.0 63,250	1.0 63,250	1.0 63,250
Teacher Aides and Assistants CARE Team/Classroom Support (Bargaining unit 3)	4.0 96,000	6.0 144,000	8.0 192,000	10.0 240,000	12.0 288,000	14.0 336,000
School Operations Support Staff (Bargaining Units 3, 4)						
• Maintenance/Custodian	1.0 25,000	1.0 25,000	1.0 25,000	1.0 25,000	1.0 25,000	1.0 25,000
• Business Manager	1.0 50,000	1.0 50,000	1.0 50,000	1.0 50,000	1.0 50,000	1.0 50,000
• Registrar	0.5 18,000	0.5 18,000	0.5 18,000	0.5 18,000	0.5 18,000	0.5 18,000
• Office Clerk	0.5 15,000	0.5 15,000	0.5 15,000	0.5 15,000	0.5 15,000	0.5 15,000
• Fund Development Admin Support (0.5)	0.5 15,000	0.5 15,000	0.5 15,000	0.5 15,000	0.5 15,000	0.5 15,000
• Health Aide (0.8) (10 month)	0.8 22,000	0.8 22,000	0.8 22,000	0.8 22,000	0.8 22,000	0.8 22,000
Total FTEs	**18.30**	**22.30**	**26.80**	**32.30**	**35.30**	**39.30**
Total Salaries	**829,250**	**987,250**	**1,175,250**	**1,413,250**	**1,516,250**	**1,674,250**