

1st Marking Period - A
Language Arts
2009-10

Grade	Indicator	Standard
Kindergarten	K.1.17	Read their own names
Kindergarten	K.1.21	Identify common signs and symbols
Kindergarten	K.7.1	Understand and follow one- and two-step spoken directions
Grade 1	1.2.1	Identify the title, author, illustrator, and table of contents of a reading selection
Grade 1	1.3.2	Describe roles of authors and illustrators
Grade 1	1.7.1	Listen attentively
Grade 1	1.7.2	Ask questions for clarification/understanding
Grade 1	1.7.3	Give, restate, and follow simple 2-step directions
Grade 1	1.7.6	Recite poems/rhymes, songs, and stories
Grade 2	2.1.1 Pt1	Demonstrate an awareness of the sounds that are made by different letters in the beginning and ending of words
Grade 2	2.2.1	Use titles, tables of contents, and chapter headings to locate information in text
Grade 2	2.6.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person
Grade 3	3.4.2	Discuss ideas for writing, use diagrams and charts to develop ideas and make a list or notebook of ideas
Grade 3	3.6.9	Arrange words in alphabetical order
Grade 3	3.7.5	Organize ideas chronologically or around major points of information
Grade 4	4.1.6	Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a clue)
Grade 4	4.1.7	Use context to determine the meaning of unknown words
Grade 4	4.2.7	Follow multi-step instructions in a basic technical manual
Grade 4	4.4.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.
Grade 4	4.6.4	Identify and use in writing regular verbs (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit)
Grade 4	4.6.8	Spell correctly roots, inflections, words with more than one acceptable spelling, suffixes and prefixes, and syllables
Grade 5	5.2.2	Analyze text that is organized in sequential or chronological order
Grade 5	5.3.3	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrast to the plot or theme
Grade 5	5.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing

1st Marking Period - A**Math****2009-10**

Grade	Indicator	Standard
Kindergarten	K.1.1	Match sets of objects one-to-one
Grade 1	1.1.5	Compare whole numbers up to 10 and arrange them in numerical order
Grade 1	1.6.3	Explain the reasoning used and justify the procedures selected in solving a problem
Grade 1	1.6.4	Make precise calculations and check the validity of the results in the context of the problem
Grade 2	2.1.1	Count by ones, twos, fives, and tens to 100
Grade 2	2.1.5	Compare whole numbers up to 100 and arrange them in numerical order
Grade 2	2.1.7	Identify odd and even numbers up to 100
Grade 2	2.2.1	Model addition of numbers less than 100 with objects and pictures
Grade 2	2.6.2	Use tools such as objects or drawings to model problems
Grade 3	3.1.1	Count, read, and write whole numbers up to 1,000
Grade 3	3.1.2	Identify and interpret place value in whole numbers up to 1,000
Grade 3	3.1.3	Use words, models, and expanded form to represent numbers up to 1,000
Grade 3	3.1.4	Identify any number up to 1,000 in various combinations of hundreds, tens, and ones
Grade 3	3.1.5	Compare whole numbers up to 1,000 and arrange them in numerical order
Grade 3	3.1.7	Identify odd and even numbers up to 1,000 and describe their characteristics
Grade 3	3.3.7	Plot and label whole numbers on a number line up to 10
Grade 4	4.1.1	Read and write whole numbers up to 1,000,000
Grade 4	4.1.2	Identify and write whole numbers up to 1,000,000, given a place-value model
Grade 4	4.1.4	Order and compare whole numbers using symbols for "less than" (<), "equal to" (=), and "greater than" (>)
Grade 4	4.2.1	Understand and use algorithms for addition and subtraction
Grade 4	4.3.8	Plot and label whole numbers on a number line up to 100. Estimate positions on the number line

1st Marking Period - B

Language Arts

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Grade	Indicator	Standard
Kindergarten	K.1.4	Recognize that sentences in print are made up of separate words
Kindergarten	K.1.5	Distinguish letters from words
Kindergarten	K.2.4	Identify types of everyday print materials
Kindergarten	K.4.7	Identify pictures and charts as sources of information and begin gathering information from a variety of sources
Kindergarten	K.7.3	Describe people, places, things (including their size, color, and shape), locations, and actions
Kindergarten	K.7.4	Recite short poems, rhymes, and songs
Grade 1	1.1.1	Match oral words to printed words
Grade 1	1.1.2	Identify letters, words, and sentences
Grade 1	1.1.7	Create and state a series of rhyming words
Grade 1	1.2.7	Relate prior knowledge to what is read
Grade 1	1.4.1	Discuss ideas and select a focus for group stories or other writing
Grade 1	1.7.4	Stay on topic when speaking
Grade 2	2.2.2	State the purpose for reading
Grade 2	2.2.8	Follow two-step written directions
Grade 2	2.5.2	Write a brief description of a familiar object, place, or event that: develops a main idea/uses details to support the main idea
Grade 2	2.5.5	Use descriptive words when writing
Grade 2	2.6.2	Distinguish between complete and incomplete sentences
Grade 2	2.7.1	Determine the purpose or purposes of listening
Grade 2	2.7.12	Use descriptive words when speaking about people, places, things, and events
Grade 2	2.7.3	Paraphrase information that has been shared orally by others
Grade 2	2.7.4	Give and follow simple three- and four-step oral directions
Grade 3	3.4.1	Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet
Grade 3	3.6.2	Write correctly complete sentences or commands with periods, sentences with question marks, commands, and sentences with exclamation points; declarative, imperative, interrogative, exclamatory
Grade 3	3.6.7	Capitalize correctly geographical names, holidays, historical periods, special events
Grade 3	3.7.7	Use clear and specific vocabulary to communicate ideas and establish the tone
Grade 3	3.7.7	Use clear and specific vocabulary to communicate ideas and establish the tone
Grade 4	4.2.1	Use the organization of information text to strengthen comprehension
Grade 4	4.2.8	Identify informational texts written in narrative forms using sequence or chronology
Grade 4	4.2.9	Recognize main ideas and supporting details presented in expository
Grade 4	4.6.1	Write smoothly and legibly in cursive, forming letters and words that can be read by others
Grade 4	4.6.2	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities) in writing
Grade 5	5.1.6	Understand unknown words by using word, sentence, and paragraph clues to determine meaning.
Grade 5	5.6.2	Use transitions and conjunctions to connect ideas
Grade 5	5.6.8	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities) in writing

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Math

2009-10

Grade	Indicator	Standard
Kindergarten	K.3.1	Identify, sort and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group
Kindergarten	K.4.2	Compare and sort common objects by position, shape, size, roundness, and number of vertices
Grade 1	1.1.10	Represent, compare, and interpret data using pictures and picture graphs
Grade 1	1.6.2	Use tools such as objects or drawings to model problems
Grade 2	2.1.2	Identify the pattern of numbers in each group of ten, from tens through nineties
Grade 2	2.1.4	Name the number that is ten more or ten less than any number 10 though 90
Grade 2	2.5.6	Estimate weight and use a given object to measure the weight of other objects
Grade 3	3.1.6	Round numbers less than 1,000 to the nearest ten and nearest hundred
Grade 3	3.2.1	Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system
Grade 3	3.5.10	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol
Grade 3	3.5.11	Use play or real money to decide whether there is enough money to make a purchase
Grade 4	4.2.2	Represent as multiplication any situation involving repeated addition
Grade 4	4.2.3	Represent as division any situation involving the sharing of objects or the number of groups of shared objects
Grade 4	4.2.7	Understand the special properties of 0 and 1 in multiplication and division
Grade 4	4.3.6	Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve problems
Grade 4	4.5.9	Add time intervals involving hours and minutes
Grade 5	5.2.5	Add and subtract decimals and verify the reasonableness of the results
Grade 5	5.2.6	Use estimation to decide whether answers are reasonable in addition and subtraction problems
Grade 5	5.2.6	Use estimation to decide whether answers are reasonable in multiplication and division problems
Grade 5	5.2.7	Use mental arithmetic to add or subtract simple decimals
Grade 5	5.5.7	Add and subtract with money in decimal notation

1st Marking Period - C

Language Arts

2009-10

Grade	Indicator	Standard
Kindergarten	K.1.1	Identify the front cover, back cover, and title page of a book
Kindergarten	K.1.3	Understand that printed materials provide information
Grade 1	1.1.18	Classify categories of words
Grade 1	1.1.19	Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.
Grade 1	1.1.4	Distinguish beginning, middle, and ending sounds in single-syllable words
Grade 1	1.1.8 A	Change sounds to change words
Grade 1	1.7.8	Relate an important life event or personal experience in a simple sequence
Grade 2	2.2.5	Restate facts and details or summarize the main idea in the text to clarify and organize ideas
Grade 2	2.4.1	Create a list of ideas for writing
Grade 2	2.6.8	Spell correctly words like was, were, says, said, who, what, why, which are used frequently but do not fit common spelling patterns
Grade 3	3.1.1	Know and use more difficult word families when reading unfamiliar words
Grade 3	3.1.2	Read words with several syllables
Grade 3	3.1.5	Demonstrate knowledge of grade appropriate words to speak specifically about different issues
Grade 3	3.1.6	Use sentence and word context to find the meaning of unknown words
Grade 3	3.1.8	Use knowledge of prefixes and suffixes to determine the meaning of words
Grade 3	3.2.3	Show understanding by identifying answers in the text
Grade 3	3.2.4	Recall major points in the text and make and revise predictions about what is read
Grade 3	3.7.11	Distinguish between the speaker's opinions and verifiable facts
Grade 4	4.3.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions
Grade 4	4.5.6	Write for different purposes and to a specific audience or person
Grade 4	4.7.13	Deliver oral summaries of articles and books that contain the main ideas of the event or articles and the most significant details
Grade 4	4.7.16	Distinguish between the speaker's opinions and verifiable facts
Grade 4	4.7.2	Summarize major ideas and supporting evidence presented in spoken presentations
Grade 5	5.2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
Grade 5	5.3.8	Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story
Grade 5	5.4.2	Write stories with multiple paragraphs that develop a situation, or plot, describe the setting, and including an ending
Grade 5	5.4.7	Use a thesaurus to identify alternative word choices and meanings
Grade 5	5.3.8	Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story
Grade 5	5.4.7	Use a thesaurus to identify alternative word choices and meanings
Grade 5	5.5.5	Use varied word choices to make writing interesting

1st Marking Period - C

Math 2009-10

Grade	Indicator	Standard
Kindergarten	K.3.2	Identify, copy, and make simple patterns with numbers and shapes
Grade 1	1.2.1	Show the meaning of addition (putting together, increasing) using objects
Grade 1	1.2.2	Show the meaning of subtraction (taking away, comparing, finding the difference) using objects
Grade 1	1.6.2	Use tools such as objects or drawings to model problems
Grade 1	1.6.3	Explain the reasoning used and justify the procedures selected in solving a problem
Grade 1	1.6.4	Make precise calculations and check the validity of the results in the context of the problem
Grade 2	2.1.3	Identify numbers up to 100 in various combinations of tens and ones
Grade 2	2.5.8	Estimate temperature. Read a thermometer in Celsius and Fahrenheit
Grade 2	2.6.3	Explain the reasoning used and justify the procedures selected in solving a problem
Grade 2	2.6.4	Make precise calculations and check the validity of the results in the context of the problem
Grade 2	2.6.5	Understand and use connections between two problems
Grade 3	3.2.7	Use estimation to decide whether answers are reasonable in addition and subtraction problems
Grade 3	3.6.7	Make precise calculations and check the validity of the results in the context of the problem
Grade 4	4.1.3	Round whole numbers up to 10,000 to the nearest ten, hundred, and thousand
Grade 4	4.2.11	Know and use strategies for estimating results of any whole-number computations
Grade 4	4.2.12	Use mental arithmetic to add or subtract numbers rounded to hundreds or thousands
Grade 4	4.7.1	Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns
Grade 4	4.7.2	Decide when and how to break a problem into simpler parts
Grade 4	4.7.3	Apply strategies and results from simpler problems to solve more complex problems
Grade 4	4.7.9	Decide whether a solution is reasonable in the context of the original situation
Grade 5	5.6.1	Explain which types of displays are appropriate for various sets of data
Grade 5	5.7.1	Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns
Grade 5	5.7.2	Decide when and how to break a problem into simpler parts