

Title: Third Grade Reading, Writing, and Math Syllabus

Third Grade Yearly Course Objectives:

The following standards and objectives will be followed for my third graders this year. The pacing and time frame will depend on the progress and needs of the students.

READING

Principles of Reading:

S1. Demonstrate understanding of the organization and basic features of print

1.4 Recognize and name all upper- and lowercase letters of the alphabet

S2. Demonstrate understanding of spoken words, syllables, and sounds.

2.1 Recognize and produce rhyming words

2.1 Distinguish long from short vowel sounds in spoken single-syllable words.

2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.

2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.

S3. Know and apply grade-level phonics and word analysis skills when decoding words.

3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ

3.5 Read common high-frequency words

3.6 Recognize and read grade-appropriate irregularly spelled words

S4. Read with sufficient accuracy and fluency to support comprehension.

4.3 Use picture cues to confirm or self-correct word recognition and understanding.

Meaning and Context:

S5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.

5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

S6. Summarize key details and ideas to support analysis of thematic development.

6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.

S7. Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.

S8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Read or listen closely to: a. describe characters' actions, and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.

Language, Craft, and Structure

S9. Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.

9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

S10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 With guidance and support, ask and answer questions about known and unknown Words.

10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.

10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.

10.4 With guidance and support, identify the individual words used to form a compound word.

S11. Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Identify the author's purpose—to explain, entertain, inform, or convince.

Range and Complexity

S12. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

12.1 Engage in whole and small group reading with purpose and understanding.

12.2 Read independently for sustained periods of time.

12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

WRITING

Meaning, Context, and Craft

S1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.

1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

S2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.

2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

S3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and wellstructured event Sequences.

3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.

3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Language

S4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

4.1 With guidance and support, use nouns.

4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.

4.3 With guidance and support, understand and use interrogatives.

4.4 With guidance and support, use verbs.

4.5 With guidance and support, use adjectives.

4.6 With guidance and support, use prepositional phrases.

4.7 With guidance and support, use conjunctions.

4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences

S5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.

5.2 Use: a. periods, question marks, and exclamation marks at the end of sentences; and b. commas in dates and to separate items in a series

5.3 Use conventional spelling for words with common spelling patterns.

5.4 Spell simple words phonetically.

5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity

S6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.

6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.

6.3 Write left to right leaving space between words.

6.4 Locate letter keys on an electronic device to type simple messages.

MATHEMATICS

Number Sense

1. Count forward by ones and tens to 100.

2. Count forward by ones beginning from any number less than 100.

3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.

4. Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:

a. the last number said tells the number of objects in the set (cardinality);

b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);

- c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.
5. Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.
6. Recognize a quantity of up to ten objects in an organized arrangement (subitizing).
7. Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.
8. Compare two written numerals up to 10 using more than, less than or equal to.
9. Identify first through fifth and last positions in a line of objects.

Base Ten

1. Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.

Algebraic Thinking and Operations

1. Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.
2. Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.
3. Compose and decompose numbers up to 10 using objects, drawings, and equations.
4. Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.
5. Add and subtract fluently within 5.
6. Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.

Geometry

1. Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind.
2. Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).
3. Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.
4. Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.
5. Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).

Measurement and Data Analysis

1. Identify measurable attributes (length, weight) of an object.
2. Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.
3. Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.
4. Represent data using object and picture graphs and draw conclusions from the graphs.

Title: Fourth Grade Reading, Writing, and Math Syllabus

Third Grade Yearly Course Objectives:

The following standards and objectives will be followed for my fourth graders this year. The pacing and time frame will depend on the progress and needs of the students.

READING

Principles of Reading

S3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.

3.6 Read grade-appropriate irregularly spelled words.

S4: Read with sufficient accuracy and fluency to support comprehension.

4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

Meaning and Context

S5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

S6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine the theme by recalling key details that support the theme.

S7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.

7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

S8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.

Language, Craft, and Structure

S9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.

9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

S10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use paragraph-level context to determine the meaning of words and phrases.

10.2 Determine the meaning of a word when an affix is added to a base word.

10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.

10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.

S11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Explain the differences between first and third person points of view.

11.2 Compare and contrast the reader's point of view to that of the narrator or a character.

S12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.

12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.

Range and Complexity

S13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

13.1 Engage in whole and small group reading with purpose and understanding.

13.2 Read independently for sustained periods of time to build stamina.

13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

WRITING

Meaning, Context, and Craft

S1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Write opinion pieces that:

- a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
- b. use information from multiple print and multimedia sources;
- c. organize supporting reasons logically;
- d. use transitional words or phrases to connect opinions and reasons;
- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- f. use paraphrasing and original language to avoid plagiarism; and
- g. provide a concluding statement or section.

S2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Write informative/explanatory texts that:

- a. introduce a topic and group related information together;
- b. use information from multiple print and multimedia sources;
- c. include illustrations to aid comprehension;
- d. develop the topic with facts, definitions, and details;
- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- f. use paraphrasing and original language to avoid plagiarism;
- g. use transition words and phrases to connect ideas within categories of information;
- h. develop a style and tone authentic to the purpose; and
- i. provide a concluding statement or section.

S3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and wellstructured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
- b. establish a situation and introduce a narrator and/or characters;
- c. organize an event sequence that unfolds naturally;
- d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;
- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

- f. use temporal words and phrases to signal event order;
- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and
- h. provide a sense of closure.

Language

S4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

4.1 When writing:

- a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;
- b. form and use regular and irregular plural nouns; use abstract nouns;
- c. form and use regular and irregular verbs;
- d. form and use the simple verb tenses;
- e. ensure subject-verb and pronounantecedent agreement;
- f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;
- g. form and use prepositional phrases;
- h. use coordinating and subordinating conjunctions; and
- i. produce simple, compound, and complex sentences.

S5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.

5.2 Use: a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.

5.3 Use conventional spelling for highfrequency words, previously studied words, and for adding suffixes to base words.

5.4 Use spelling patterns and generalizations.

5.5 Consult print and multimedia sources to check and correct spellings.

Range and Complexity

S6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 Write routinely and persevere in writing tasks:

- a. over short and extended time frames;
- b. for a range of domain-specific tasks;
- c. for a variety of purposes and audiences; and
- d. by adjusting the writing process for the task, increasing the length and complexity.

6.4 Continue to develop effective keyboarding skills.

MATHEMATICS

Number Sense and Base Ten

1. Understand place value through 999 by demonstrating that:

- a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”;
 - b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;
 - c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).
2. Count by tens and hundreds to 1,000 starting with any number.
 3. Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.
 4. Compare two numbers with up to three digits using words and symbols (i.e., $>$, $=$, or $<$).
 5. Add and subtract fluently through 99 using knowledge of place value and properties of operations.
 6. Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
 7. Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.
 8. Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.

Algebraic Thinking and Operations

1. Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.
2. Demonstrate fluency with addition and related subtraction facts through 20.
3. Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$).
4. Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Geometry

1. Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
2. Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.
3. Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.

Measurement and Data Analysis

1. Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.
2. Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.
3. Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).
4. Measure to determine how much longer one object is than another, using standard length units.
5. 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 through 99 on a number line diagram.
6. Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.
7. Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.
8. Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.
9. Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.
10. Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.

Title: Fifth Grade Reading, Writing, and Math Syllabus

Fifth Grade Yearly Course Objectives:

The following standards and objectives will be followed for my fifth graders this year. The pacing and time frame will depend on the progress and needs of the students.

READING

Principles of Reading

S3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Use combined knowledge of all lettersound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context

Meaning and Context

S5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions

S6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine the development of a theme within a text; summarize using key details.

S7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.

7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.

S8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Cite evidence within text to:

- a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,
- b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development

Language, Craft, and Structure

S9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

9.1 Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.

9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.

S10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.

S11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.

S12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.

12.2 Compare how different crafted text structures contribute to meaning and impact the reader.

WRITING

Range and Complexity

S13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

13.1 Engage in whole and small group reading with purpose and understanding.

13.2 Read independently for sustained periods of time to build stamina.

13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Meaning, Context, and Craft

S1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Write arguments that:

- a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;
- b. use information from multiple print and multimedia sources;
- c. provide logically ordered reasons supported by relevant facts and details;
- d. use transitional words, phrases, and clauses to connect claim and reasons;
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and
- g. provide a concluding statement or section related to the claim presented.

S2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Write informative/explanatory texts that:

- a. introduce a topic clearly;
- b. use relevant information from multiple print and multimedia sources;
- c. provide a general observation and focus;
- d. group related information logically;
- e. use credible sources;
- f. include formatting, illustrations, and multimedia to aid comprehension;
- g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
- h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;
- j. link ideas within and across categories of information using words, phrases, and clauses;
- k. use precise language and domain-specific vocabulary to inform or explain the topic;
- l. develop a style and tone authentic to the purpose; and
- m. provide a concluding statement or section related to the information or explanation presented.

S3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and wellstructured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
- b. orient the reader by establishing a situation and introducing a narrator and/or characters;
- c. organize an event sequence that unfolds naturally;
- d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;

- e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- f. use a variety of transitional words, phrases, and clauses to manage the sequence of events;
- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and
- h. provide a conclusion that follows from the narrated experiences or events.

Language

S4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking

4.1 When writing:

- a. use relative pronouns and relative adverbs;
- b. form and use the progressive verb tenses;
- c. use modal auxiliaries to convey various conditions;
- d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;
- e. order adjectives within sentences according to conventional patterns;
- f. use relative pronouns and relative adverbs;
- g. explore using prepositional phrases in different positions within a sentence;
- h. use coordinating and subordinating conjunctions;
- i. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and runons; and j. use frequently confused homonyms correctly.

S5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.

5.2 Use: a. apostrophes and quotation marks; and b. commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

Range and Complexity

S6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.

MATHEMATICS

Number Sense and Base Ten

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.
- 3.NSBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.
- 3.NSBT.4 Read and write numbers through 999,999 in standard form and equations in expanded form.
- 3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.

Number Sense Fractions

1. Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.
 - a. A fraction $\frac{1}{b}$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts;
 - b. A fraction $\frac{a}{b}$ is the quantity formed by a parts of size $\frac{1}{b}$;
 - c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;
 - d. A fraction can be represented using set, area, and linear models.
2. Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:
 - a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;
 - b. fraction equivalence can be represented using set, area, and linear models;
 - c. whole numbers can be written as fractions (e.g., $4 = \frac{4}{1}$ and $1 = \frac{4}{4}$);
 - d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.
3. Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line

Algebraic Thinking and Operations

1. Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0 – 10) and the product.
2. Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0 – 10), divisor (i.e., 0 – 10), and dividend.

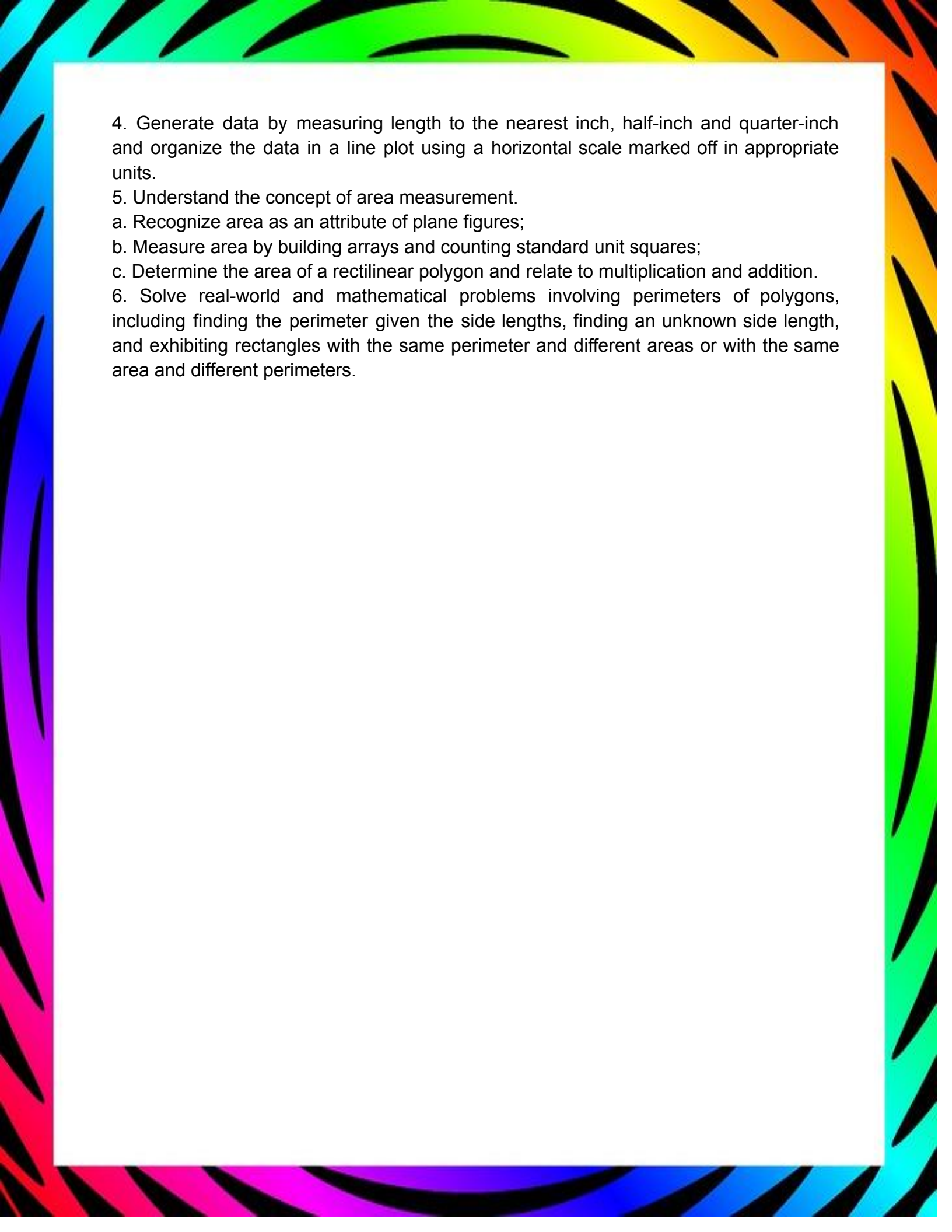
3. Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.
5. Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.
6. Understand division as a missing factor problem.
7. Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.
8. Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.
9. Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table).

Geometry

1. Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.
3. Use a right angle as a benchmark to identify and sketch acute and obtuse angles.
4. Identify a three-dimensional shape (i.e., right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.

Measurement and Data Analysis

1. Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.
2. Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (i.e., mL, L) to the nearest whole unit.
3. Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.

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4. Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.
 5. Understand the concept of area measurement.
 - a. Recognize area as an attribute of plane figures;
 - b. Measure area by building arrays and counting standard unit squares;
 - c. Determine the area of a rectilinear polygon and relate to multiplication and addition.
 6. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.