

Berlin Public Schools



Standards-Based Report Card Family Handbook

2018-2019

Introduction

The Berlin Public Schools is committed to continuous improvement for all students. By implementing a common, viable, standards-based curriculum for all students, we hope to achieve this. Our curriculum and assessments are aligned to the Connecticut Core Standards as well as state and national standards. The curriculum can be accessed at:

<https://berlinschools-public.rubiconatlas.org/Atlas/Public/View/Default>.

In an effort to offer more focused feedback, we are now using a standards-based report card for students in grades K-5 this year. This new report card is aligned to our standards-based curriculum. The purpose of the report card is to provide families with specific information about their child's progress and performance toward meeting these standards. Teachers use a variety of formal and informal assessments to measure a student's present level of performance as it relates to the expected end-of-the-year standards.

This handbook will provide parents with a greater understanding of the standards that are assessed. It is important to note that each identified standard has specific grade level expectations that students should meet by the end of the school year. Ratings of a *4-Exceeding end-of-year grade level standards*, or *3-Meeting end-of-year grade-level standards* will not typically be given to students in the first two marking periods. It is more likely that students will receive a *2-Progressing toward end-of-year grade-level standards*, or *1-Demonstrating limited progress toward end-of-year grade-level standards*. There are also times that standards are not introduced during a certain marking period. These standards will be shaded and no marks will be given during that grading period.

If you have specific questions about a grade, you can always ask your child's classroom teacher. If you have a question about the report card, you can direct it to your child's principal or to the Office of Curriculum and Instruction.

Students with Individualized Education Plans

This report card reflects progress toward grade level standards. If your child has an Individualized Education Plan (IEP), individual goals, objectives and accommodations are included in that document. Progress on IEP goals and objectives is provided in a separate document.

Reporting Process

Students in Berlin are assessed in a variety of ways. It is an ongoing process that occurs through formal testing as well as ongoing classroom observations, conferences with children, and informal quizzes and tests. Parents are informed of students' progress through graded papers, phone calls, conferences, and ultimately, report cards.

Formal Communication happens in several ways throughout the year:

September – Open House – communicating student expectations

November/December and March - Family-Teacher Conferences – communicating student progress by sharing examples of student work

November, March, and, June – Report Card – communicating student progress toward meeting end of year standards.

Purpose

Report cards are used to communicate a student’s current level of performance within a particular grade level. Grades are reported based on a body of evidence that measures the student’s progress toward achieving the Connecticut Core Standards.

(Please note that the Connecticut Core Standards reflect **end of year expectations** for mastery of content at each grade level.)

Information about Standards

Standards are used to identify expectations of students in a variety of subject areas. They define what students should understand and be able to do by **the end of each grade level**. For more information on the math and ELA standards, please click on the links below:

Math: <http://www.corestandards.org/Math/>

ELA: <http://www.corestandards.org/ELA-Literacy/>

Description of Performance

Academic Success Habits:

A = Always
M = Most of the time
S = Sometimes
N = Not demonstrated at this time

Behaviors that Contribute to a Learning Community:

A = Always
M = Most of the time
S = Sometimes
N = Not demonstrated at this time

Subject Area:

4 - Exceeding end-of-year grade-level standards
3 - Meeting end-of-year grade-level standards
2 - Progressing toward end-of-year grade-level standards
1 – Demonstrating limited progress toward end-of-year grade-level standards

**Academic Success Habits & Behaviors that Contribute to a Learning Community
Descriptions for the 2017-2018 School Year**

Academic Success Habit:	Description:
Presents work neatly	<p>Kindergarten: Effort and quality of student work is developmentally appropriate</p> <p>Grades 1 and 2: Age appropriate cutting, pasting/gluing and assembling, evidence that work is organized and presented neatly (stay within a box, on a line, etc)</p> <p>Grade 3: Writing on the lines with appropriate spacing and using margins, neat handwriting</p> <p>Grade 4: Overall condition and look of paper, takes pride in work submitted, neat handwriting</p> <p>Grade 5: Organization of paper is easy to follow, takes pride in work submitted, neat handwriting</p>
<p>Checks work for completion (Grades K-1)</p> <p>Checks work for accuracy (Grades 2-5)</p>	<p>Grades K and 1: Recognizes and checks a visual model and checks for completed work (Kindergarten = March and June only)</p> <p>Grade 2: Recognizes and completes work, checks for errors with prompting</p> <p>Grades 3-5: Rereads and checks work independently (i.e., computation in math, editing and spelling in writing)</p>
Follows directions	<p>Kindergarten: Follows a 2-step direction independently</p> <p>Grade 1: Independent follow-through of a task</p> <p>Grades 2-5: Follows oral and written directions independently</p>
Uses class time effectively	<p>Kindergarten: Time on task, task completion within allotted amount of time</p> <p>Grade 1: Stays on task and completes work within allotted time, engages in work with minimal reminders</p> <p>Grades 2-5: Stays on task, works at an appropriate pace for quality work</p>
Participates in learning activities	<p>Kindergarten: Volunteers, raises hand</p> <p>Grade 1: Raises hand, shares ideas, listens to others</p>

	<p>Grade 2: Raises hand, participates in partner, small, and whole group activities</p> <p>Grades 3-4: Participates in partner, small, and whole group activities</p> <p>Grade 5: Participates in partner, small, and whole group activities with limited teacher support</p>
Seeks help when needed	<p>Kindergarten: Only when needed from adults and peers</p> <p>Grade 1: Self-advocates</p> <p>Grades 2 and 3: Attempts task independently and uses resources before asking for help</p> <p>Grade 4: Self-advocates for academic and personal needs</p> <p>Grade 5: Self-sufficient, uses strategies and resources before asking for help</p>
Demonstrates organizational skills	<p>Kindergarten: Management of classroom and independent materials/supplies (i.e. mail, folder, backpack)</p> <p>Grades 1 and 2: Management of classroom and independent materials/supplies in many areas (desk, book bin, workshop materials)</p> <p>Grades 3-4: Maintains personal and academic organization</p> <p>Grade 5: Takes ownership of personal and academic organization</p>
Completes homework as expected (Grades 3-5 only)	Grades 3-5: Completes and returns homework on time
Prints first and last name (Kindergarten only)	Kindergarten: Prints 1st and last name (1st in Nov and March, 1st and last in June)
Uses legible handwriting (Grades 1-2 only)	Grades 1 and 2: Forms letters and numbers correctly (top down), proper spacing and placement on line
Works independently	<p>Kindergarten: Self-starts, knows and completes a job in a work station</p> <p>Grades 1 and 2: Self-starts, knows and completes a job, focuses on task</p> <p>Grades 3-4: Self-starts and maintains independent work behaviors for duration of lesson</p> <p>Grade 5: Self-starts and sustains focus until the task is accurately completed with limited teacher support</p>

Demonstrates Self-Help Skills	Kindergarten Only: Demonstrates independence with backpack, folders, papers, snack. Use of coats (buttons, zippers, etc.)
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Behaviors that Contribute to a Learning Community:	Description:
Follows school and classroom rules	Grades K-2: Minimal reminders needed to follow set-forth expectations Grades 3-5: Independently follows expectations
Respects rights and property of others	Grades K-2: Respects personal space, takes care of materials, doesn't distract others or take away from their learning Grades 3-5: Acts as a considerate and responsible member of the class community
Resolves conflicts appropriately	Kindergarten: Uses words and asks for assistance when necessary Grade 1: Uses words with peers before seeking an adult, stays in control of emotions, demonstrates Bucket Filler behaviors Grade 2: Maintains composure, self-advocates using words, demonstrates Bucket Filler behaviors Grades 3-5: Uses words and actions to solve problems independently
Works cooperatively with others	Grades K-2: Uses kind words, takes turns and shares, successful in a partnership or group (listens to and responds to others, respects others' ideas) Grades 3-5: Takes turns, listens, responds, and is respectful of others' ideas, shares responsibility
Practices self-control	Grades K-2: Hands to self, steady/safe body and voice control Grades 3-5: Controls words, voices, emotions, and actions
Accepts responsibility for actions	Grade K-5: Is honest, takes ownership for behavior, and accepts consequences

Reading Levels

Instructional Level Expectations for Reading

Grade	November	March	June
K		B/C	C/D
1	F	H	J
2	K	L	M
3	N	O	P
4	Q	R	S
5	T	U	V

Instructional levels are determined through running records, student work, district assessments, and formal assessments. The Fountas & Pinnell Benchmark Assessment is administered twice a year to all students in kindergarten through grade 5. This assessment provides the teacher with information about a student's instructional and independent levels. These levels are defined as follows:

Instructional Level – level at which the student can read with teacher assistance.

Independent Level – level at which the student can read on his/her own. **Generally, the student's independent level is one to two levels below the instructional. If you are selecting books for your child to read at home on his/her own, please choose the independent level.**

Characteristics of the Fountas & Pinnell Reading Levels

Grade	Fountas and Pinnell	Characteristics
Kindergarten	A	<ul style="list-style-type: none"> • one syllable decodable words • illustrations support the text
	B	<ul style="list-style-type: none"> • simple sentences • illustrations support the text • familiar content (school, home, play)
	C	<ul style="list-style-type: none"> • may contain dialogue • pictures provide less support
	D	<ul style="list-style-type: none"> • longer sentences • increased use of high frequency words (i.e. said, they, went...)
Kindergarten/ First	E	<ul style="list-style-type: none"> • longer sentences- perhaps 10 or so words
	F	<ul style="list-style-type: none"> • 3 to 8 lines of print per page
	G	<ul style="list-style-type: none"> • may contain long stretches of text • some 3 syllable words

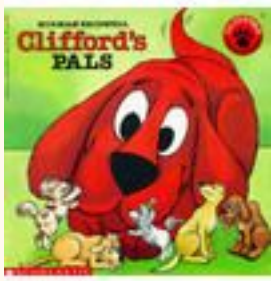
	H	<ul style="list-style-type: none"> descriptive language more complex sentences
	I	<ul style="list-style-type: none"> variety of dialogue more complex illustrations
First/Second	J	<ul style="list-style-type: none"> dialogue between at least 2 characters
	K	<ul style="list-style-type: none"> figurative language setting becomes more important
	L	<ul style="list-style-type: none"> includes universal themes (friendship, courage)
Second/Third	M	<ul style="list-style-type: none"> requires inferential thinking
	N	<ul style="list-style-type: none"> contains deeper meaning important to human problems and social issues
	O	<ul style="list-style-type: none"> contains multi-syllabic words that are more challenging to decode.
Third/Fourth	P	<ul style="list-style-type: none"> more challenging themes extensive use of figurative language
	Q	<ul style="list-style-type: none"> more challenging and diverse themes
	R	<ul style="list-style-type: none"> complex ideas on many different topics minimal or no illustrations
Fourth/Fifth	S	<ul style="list-style-type: none"> complex plots with multiple story lines
	T	<ul style="list-style-type: none"> complex plots with multiple story lines and more challenging themes
Fifth/Sixth	U	<ul style="list-style-type: none"> topics may go well beyond readers personal experience and knowledge
	V	<ul style="list-style-type: none"> may include heavy content load both fiction and nonfiction
	W	<ul style="list-style-type: none"> content continues to be more challenging
Sixth	X	<ul style="list-style-type: none"> multiple themes from multiple perspectives higher level text organizations (flashback, flash forward, etc.)
	Y	<ul style="list-style-type: none"> wide range of challenging themes that build social awareness
	Z	<ul style="list-style-type: none"> wide range of challenging themes that continue to build social awareness

Children may move quickly through levels A-J, however as soon they approach higher levels they may move more slowly. Students begin to tackle increasingly demanding texts. There is a shift from decoding (sounding words out, thinking about beginning and ending sounds) to comprehension (meaning)

work. For example, around level K, the levels of text begin to “band” together. Students may spend more time with books in **KLM**, before moving to **NOPQ**, and then spend more time before making the step to **RST** and more difficult bands.



In levels at or before J, students will have books that contain words with less than three syllables and usually have a pair of characters that have a simple relationship. Think Henry and Mudge or Mr. Putter and Tabby.



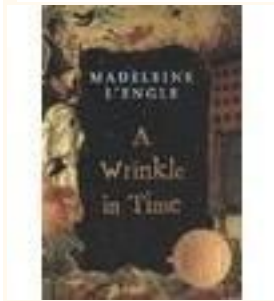
KLM books have characters that encounter problems and figure out ways to solve them. The character also may learn a clear lesson.



NOPQ books contain complex characters that have multiple problems. The main character grows and changes. The simple problems of early books are replaced by more complex problems that do not necessarily get solved.



RST books may have a plot and a subplot. They often contain historical settings. Books at this higher level can be longer, perhaps 300 pages or more. They often contain themes of loss and tragedy.



UVWXYZ books continue to add multiple themes, complexity and symbolism.

Description of Standards by Grade Level

(Descriptions and/or examples are included for only those standards that need additional clarification)

KINDERGARTEN

ENGLISH LANGUAGE ARTS	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
READING	
<i>Key Ideas and Details: With prompting and support</i>	
Retells stories with key details	Details mean characters, setting, and major events in a story
<i>Integration of Knowledge and Ideas: With prompting and support</i>	
Connects illustrations to text	What person, place, thing or idea in the text does an illustration depict
Compares two texts on the same topic	Identifies basic similarities in and differences between two text, e.g., in illustrations, descriptions or procedures
SPEAKING AND LISTENING: With prompting and support	
<i>Comprehension and Collaboration:</i> Participates in collaborative conversations using kindergarten criteria	Follows agreed upon rules for discussions: listening to others, taking turns speaking about the topics and text under discussion; continues a conversation through multiple exchanges; includes kindergarten topics and text with peers and adults in small and large groups.
LANGUAGE SKILLS	
<i>Conventions of Standard English:</i> Demonstrates grade level grammar and usage when writing or speaking	Prints many upper- and lowercase letters. Uses frequently occurring nouns and verbs. Forms regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understands and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Uses the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produces and expands complete sentences in shared language activities.
Demonstrates grade level conventions of capitalization, punctuation, and spelling when writing	Capitalizes the first word in a sentence and the pronoun <i>I</i> . Recognizes and names end punctuation. Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells simple words phonetically, drawing on knowledge of sound-letter relationships.

WRITING	
<p><i>Text Types and Purposes:</i> Includes main elements of writing within various genres using a combination of drawing, dictating and writing</p>	<p>Nov. – Draw rep. picture and orally tell Mar. – Draw, tell, label/write June – Draw, tell, sentence</p> <p>Uses a combination of drawing, dictating, and writing to:</p> <ul style="list-style-type: none"> ● compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). ● compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ● narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<i>Production and Distribution of Writing: With guidance and support</i>	
Strengthens writing by revising	With guidance and support from adults, responds to questions and suggestions from peers and adds details to strengthen writing as needed.
MATH	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
<i>Counting and Cardinality:</i>	
Counts orally to 100 by ones	Progressing – November: Accurately counts to 30 Progressing – March: Accurately counts to 60 Progressing – June: Accurately counts to 80 Meeting End-of-Year Expectations: Accurately counts to 100
Counts orally to 100 by tens	Progressing: accurately counts by tens to 60 or higher Meeting End-of-Year Expectations: accurately counts by tens to 100
Counts on from a given number	Counting on includes crossing a decade. Meeting End-of-Year Expectations: Counts on from a given number within 100
Names and represents numbers from 0-20	<p>Names numbers from 0-20 Progressing – November: Accurately identifies 5 or more numerals Progressing – March and June: Accurately identifies 12 or more out of 21 numerals Meeting End-of-Year Expectations: Accurately identifies all 21 numerals (from 0-20)</p> <p>Represents numbers by counting sets of items Progressing – November: Accurately represents sets of items within 10 Progressing – March and June: Accurately represents sets of items within 15</p>

	Meeting End-of-Year Expectations: Accurately represents sets of items within 20
Writes numerals from 0-20	Progressing: Accurately writes 10 or more numbers Meeting End-of-Year Expectations: Accurately writes the numbers 0-20 in sequence (Note: Number reversals are acceptable)
Counts sets to 20	Progressing: Counts sets within 10 Meeting End-Of-Year Expectations: Counts sets within 20
Compares numbers within 10	Progressing: Uses manipulatives to compare Meeting End-Of-Year Expectations: Uses number cards to compare
<i>Measurement and Data:</i>	
Describes and compares measurable attributes	Describes measurable attributes, such as length or height. Compares objects with measurable attributes in comparison, using key vocabulary (e.g., - longer, taller, shorter, same, equal, etc.)

GRADE ONE

ENGLISH LANGUAGE ARTS	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
READING	
<i>Foundational Skills</i>	
Demonstrates stamina	November = 10 minutes March = 15 minutes June = 20 minutes
Recognizes basic features of print at the sentence level	Distinguishes features of a sentence – capitalization, ending punctuation
Knows and applies grade-level phonics and word analysis skills in decoding words	Knows the spelling-sound correspondences for common consonant digraphs. Decodes regularly spelled one-syllable words. Knows final -e and common vowel team conventions for representing long vowel sounds. Uses knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decodes two-syllable words following basic patterns by breaking the words into syllables. Reads words with inflectional endings. Recognizes and reads grade-appropriate irregularly spelled words.
<i>Craft and Structure: With prompting and support</i>	
Knows and uses various text features to locate information in a text	(e.g., headings, tables of contents, glossaries, electronic menus, icons.)
<i>Integration of Knowledge and Ideas: With prompting and support</i>	
Compares and contrasts two texts on the same topic	(e.g., in illustrations, descriptions, or procedures) and identifies similarities and differences
SPEAKING AND LISTENING: With prompting and support	
<i>Comprehension and Collaboration:</i> Participates in collaborative conversations using grade one criteria	Follows agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Builds on others' talk in conversations by responding to the comments of others through multiple exchanges. Asks questions to clear up any confusion about the topics and texts under discussion.
LANGUAGE SKILLS	
<i>Conventions of Standard English:</i> Demonstrates grade level grammar and usage when writing	Prints all upper- and lowercase letters. Uses common, proper, and possessive nouns. Uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). Uses verbs to convey a sense of past, present, and future

	<p>(e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>Uses frequently occurring adjectives.</p> <p>Uses frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>Uses determiners (e.g., articles, demonstratives).</p> <p>Uses frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
Demonstrates grade level grammar and usage when speaking	<p>Uses common, proper, and possessive nouns.</p> <p>Uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>Uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>Uses frequently occurring adjectives.</p> <p>Uses frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>Uses determiners (e.g., articles, demonstratives).</p> <p>Uses frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
Demonstrates grade level conventions of capitalization, punctuation, and spelling when writing	<p>Capitalizes dates and names of people.</p> <p>Uses end punctuation for sentences.</p> <p>Uses commas in dates and to separate single words in a series.</p> <p>Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
WRITING	
<p><i>Text Types and Purposes:</i></p> <p>Includes main elements of writing within various genres</p>	<p>Writes opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Writes narratives in which they recount two or more appropriately sequenced events, include some details</p>

	regarding what happened, use temporal words to signal event order, and provide some sense of closure.
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MATH	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
<i>Operations and Algebraic Thinking:</i>	
Adds within 20	Progressing: Adds within 20 with pictures and manipulatives Meeting end-of-year expectation: Adds within 20
Subtracts within 20	Progressing: Subtracts within 20 with pictures and manipulatives Meeting end-of-year expectation: Subtracts within 20
Adds fluently within 10	Fluency means “skill in carrying out procedures flexibly, accurately, efficiently, and appropriately” (CCSSI 2010, p. 6)
Subtracts fluently within 10	Fluency means “skill in carrying out procedures flexibly, accurately, efficiently, and appropriately” (CCSSI 2010, p. 6)
Demonstrates problem solving strategies	Uses 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.
Creates and solves addition and subtraction equations	Understands that the equals sign (=) means equivalence $5+3=6+2$

<i>Number and Operations in Base Ten (Whole Numbers):</i>	
Demonstrates understanding of place value for two-digit whole numbers	Understands numbers are composed of tens and ones. Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Mentally finds 10 more or 10 less than a given two-digit number	Mentally means without having to count and being able to explain thinking
<i>Measurement and Data:</i>	
Organizes, represents and interprets data	Organizes, represents, and interprets data with up to three categories; asks and answers 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.

GRADE TWO

ENGLISH LANGUAGE ARTS:	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
READING FOUNDATIONAL SKILLS	
Demonstrates stamina	November = 20 minutes March = 25 minutes June = 30 minutes
Knows and applies grade-level phonics and word analysis skills in decoding words	Distinguishes long and short vowels when reading regularly spelled one-syllable words. Knows spelling-sound correspondences for additional common vowel teams. Decodes regularly spelled two-syllable words with long vowels. Decodes words with common prefixes and suffixes. Identifies words with inconsistent but common spelling-sound correspondences. Recognizes and reads grade-appropriate irregularly spelled words.
SPEAKING AND LISTENING: With prompting and support	
<i>Comprehension and Collaboration:</i> Participates in collaborative conversations using grade two criteria	Follows agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Builds on others' talk in conversations by linking their comments to the remarks of others. Asks for clarification and further explanation as needed about the topics and texts under discussion.
LANGUAGE SKILLS	
<i>Conventions of Standard English:</i> Demonstrates grade level grammar and usage when writing or speaking	Uses collective nouns (e.g., <i>group</i>). (Nov.) Forms and uses the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). (Nov.) Uses adjectives and adverbs, and chooses between them depending on what is to be modified. (June) Produces, expands, and rearranges complete simple (March) and compound (June) sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
Demonstrates grade level conventions of capitalization and punctuation when writing	Capitalizes holidays, product names, and geographic names. (Nov.) Uses an apostrophe to form contractions and frequently occurring possessives. (March)
Demonstrates grade level conventions of spelling when writing	Generalizes learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).

WRITING	
<i>Text Types and Purposes:</i>	
Writes narrative pieces with appropriate story elements	Writes narratives in which they recount a well-elaborated event or short sequence of events, includes details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure.
Writes informative/explanatory texts with an introduction, facts to develop points, and a conclusion	Writes informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Writes opinion pieces with an introduction, supporting reasons and a conclusion	Writes opinion pieces in which they introduce the topic or book they are writing about, states an opinion, supplies reasons that support the opinion, uses linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provides a concluding statement or section.
MATH	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
<i>Operations and Algebraic Thinking</i>	
Adds fluently within 20	Fluently adds within 20 using mental strategies such as counting on, making ten, relating addition to subtraction, etc. By the end of Grade 2, knows from memory all sums of two one-digit numbers.
Subtracts fluently within 20	Fluently subtracts within 20 using mental strategies such as counting on, making ten, relating addition to subtraction, etc.
<i>Number and Operations in Base Ten (Whole Numbers):</i>	
Demonstrates understanding of place value for three-digit whole numbers	Understands that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Compares two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. Progressing – Two-digit numbers Meeting – Three-digit numbers
Reads, writes and counts within 1000	Includes counting on, skip counting by 5, 10, 100s, reading and writing numbers using base-ten numerals, number names, and expanded form.
<i>Measurement and Data:</i>	
Measures the length of objects using standard units	Measures the length of an object twice, using length units of different lengths for the two measurements; describes how the two measurements relate to the size of the unit chosen.
Tells and writes time to the nearest five minutes	Tells and writes time from analog and digital clocks using a.m. and p.m. Progressing (Nov.) – Tells & writes time to half-hour and hour

	<p>Progressing (March & June) – Tells & writes time to quarter hour</p> <p>Meeting end-of-year expectation – Tells & writes time to five minutes</p>
Represents and solves problems involving money	<p>Progressing (Nov.) – Identifies values to \$.25</p> <p>Progressing (Mar. & June) – Identifies values to \$.50</p> <p>Meeting end-of-year expectation – Identifies values to \$1.00</p>
Represents and interprets data (line plots, picture graphs and bar graphs)	<p>Draws a picture graph and a bar graph to represent a data set with up to four categories. Solves simple put-together, take-apart, and compares problems using information presented in a bar graph.</p> <p><i>March - (Picture graphs and bar graphs)</i></p> <p>Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot.</p> <p><i>(June - Line plots and measurement)</i></p>

GRADE THREE

ENGLISH LANGUAGE ARTS:	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
READING FOUNDATIONAL SKILLS	
Demonstrates stamina	November = 30 minutes March = 35 minutes June = 40 minutes
Knows and applies grade-level phonics and word analysis skills in decoding words	Identifies and knows the meaning of the most common prefixes and derivational suffixes. Decodes words with common Latin suffixes. Decodes multisyllabic words. Reads grade-appropriate irregularly spelled words.
SPEAKING AND LISTENING:	
<i>Comprehension and Collaboration:</i> Participates in collaborative conversations using grade three criteria, building on others' ideas and expressing their own clearly	Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion. Follows agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Asks questions to check understanding of information presented, stays on topic, and links their comments to the remarks of others. Explains their own ideas and understanding in light of the discussion.
LANGUAGE SKILLS	
<i>Conventions of Standard English:</i> Demonstrates grade level grammar and usage when writing or speaking	Explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Forms and uses regular and irregular plural nouns. Uses abstract nouns (e.g., <i>childhood</i>). Forms and uses regular and irregular verbs. Forms and uses the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensures subject-verb and pronoun-antecedent agreement.* Forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified. Uses coordinating and subordinating conjunctions. Produces simple, compound, and complex sentences.
Demonstrates grade level conventions of capitalization and punctuation when writing	Capitalizes appropriate words in titles. Uses commas in addresses. Uses commas and quotation marks in dialogue. Forms and uses possessives.

Demonstrates grade level conventions of spelling when writing	<p>Uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>Uses spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>Consults reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
WRITING	
<i>Text Types and Purposes:</i>	
Writes narratives that include characters, descriptive details, sequenced events and a conclusion	<p>Establishes a situation and introduces a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Uses temporal words and phrases to signal event order.</p> <p>Provides a sense of closure.</p>
Writes informative/explanatory texts with an introduction, facts to develop points, and a conclusion	<p>Introduces a topic and group related information together; includes illustrations when useful to aiding comprehension.</p> <p>Develops the topic with facts, definitions, and details.</p> <p>Uses linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Provides a concluding statement or section.</p>
Writes opinion pieces with an introduction, supporting reasons and a conclusion	<p>Introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that lists reasons.</p> <p>Provides reasons that support the opinion.</p> <p>Uses linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>Provides a concluding statement or section.</p>
MATH	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
<i>Operations and Algebraic Thinking</i>	
Applies properties of operations as strategies to multiply and divide	Properties are commutative, associative and distributive
Multiplies fluently within 100	Fluently multiplies within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, knows from memory all products of two one-digit numbers.
Solves two-step word problems using the four operations	<p>Progressing (Nov.) – Addition and subtraction</p> <p>Progressing (March & June) – Addition, subtraction and multiplication</p>

	Meeting end of year expectation – Addition, subtraction, multiplication and division
<i>Number and Operations in Base Ten (Whole Numbers):</i>	
Uses place value understanding to round whole numbers to the nearest 10 or 100	Use of number line and place value understanding, not just rounding rule. Includes rounding to the tens place within two and three-digit numbers.
<i>Number and Operations - Fractions:</i>	
Compares fractions	Compares two fractions with the same numerator or the same denominator by reasoning about their size. Recognizes that comparisons are valid only when the two fractions refer to the same whole. Records the results of comparisons with the symbols $>$, $=$, or $<$, and justifies the conclusions, e.g., by using a visual fraction model.
<i>Measurement and Data</i>	
Represents and interprets data (picture graphs, bar graphs, line plots)	Draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solves one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Shows the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

GRADE FOUR

ENGLISH LANGUAGE ARTS:	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
READING FOUNDATIONAL SKILLS	
Demonstrates stamina	November = 35 minutes March = 40 minutes June = 45 minutes
Knows and applies grade-level phonics and word analysis skills in decoding words	Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
SPEAKING AND LISTENING:	
<i>Comprehension and Collaboration:</i> Participates in collaborative conversations using grade four criteria, building on others' ideas and expressing their own clearly	Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion. Follows agreed-upon rules for discussions and carries out assigned roles. Poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and link to the remarks of others. Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion.
LANGUAGE SKILLS	
<i>Conventions of Standard English:</i> Demonstrates grade level grammar and usage when writing or speaking	Uses relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Forms and uses the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Uses modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Orders adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Forms and uses prepositional phrases. Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>).
Demonstrates grade level conventions of capitalization and punctuation when writing	Uses correct capitalization. Uses commas and quotation marks to mark direct speech and quotations from a text. Uses a comma before a coordinating conjunction in a compound sentence.
Demonstrates grade level conventions of spelling when writing	Spells grade-appropriate words correctly, consulting references as needed.

WRITING	
<p><i>Text Types and Purposes:</i> Writes narratives that include characters, descriptive details, sequenced events, and a conclusion</p>	<p>Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally. Uses dialogue and description to develop experiences and events or show the responses of characters to situations. Uses a variety of transitional words and phrases to manage the sequence of events. Uses concrete words and phrases and sensory details to convey experiences and events precisely. Provides a conclusion that follows from the narrated experiences or events.</p>
<p>Writes informative/explanatory texts with an introduction, facts to develop points, and a conclusion</p>	<p>Introduces a topic clearly and groups related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Links ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Uses precise language and domain-specific vocabulary to inform about or explain the topic. Provides a concluding statement or section related to the information or explanation presented.</p>
<p>Writes opinion pieces with an introduction, supporting reasons, and a conclusion</p>	<p>Introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose. Provides reasons that are supported by facts and details. Links opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provides a concluding statement or section related to the opinion presented.</p>
MATH	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
<i>Operations and Algebraic Thinking:</i>	
<p>Uses the four operations with whole numbers to solve problems</p>	<p>Progressing – Uses addition, subtraction and multiplication. Meeting end of year expectation – Uses addition, subtraction, multiplication and division.</p>

<i>Number and Operations in Base Ten (Whole Numbers)</i>	
<p>Reads, writes and compares multi-digit numbers</p>	<p>Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compares two multi-digit numbers based on meanings of the digits in</p>

	each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Uses place value and properties of operations to multiply and divide whole numbers	<p>Progressing (Nov.) – Multiply whole numbers through the 12’s tables</p> <p>Progressing (Mar. & June) - Multiply and divide whole numbers, up to 2 by 1 and 3 by 1 multiplication problems; division up to the 12’s tables</p> <p>Meeting end of year expectation – Multiply and divide whole numbers. Multiplication up to 2 by 2 and 4 by 1 problems; division up to 4 by 1 problems.</p> <p>Common Core Strategy Note: Multiplies 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. Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Finds 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.</p> <p>Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.</p>
<i>Number and Operations – Fractions:</i>	
Compares fractions	Compares 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 $\frac{1}{2}$. Recognizes that comparisons are valid only when the two fractions refer to the same whole. Records the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Compares decimals	Compares two decimals to hundredths by reasoning about their size. Recognizes that comparisons are valid only when the two decimals refer to the same whole. Records the results of comparisons with the symbols $>$, $=$, or $<$, and justifies the conclusions, e.g., by using a visual model.
<i>Measurement and Data:</i>	
Represents and interprets data	Makes a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solves problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>

GRADE FIVE

ENGLISH LANGUAGE ARTS:	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
READING FOUNDATIONAL SKILLS	
Demonstrates stamina	November = 35 minutes March = 40 minutes June = 45 minutes
Knows and applies grade-level phonics and word analysis skills in decoding words	Uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<i>Key Ideas and Details:</i>	
Makes inferences and accurately supports with text evidence	“Accurately” means using the right quotes and text evidence.
Determines theme and/or multiple main ideas and explains how they are supported by key details	Determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.
<i>Craft and Structure:</i>	
Identifies and describes the overall structure of a text; compares and contrasts the structure of two or more texts	Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<i>Integration of Knowledge and Ideas:</i>	
Analyzes how visual and multimedia elements enhance the meaning of texts and applies this information to solve a problem efficiently	Efficiently is a combination of timeliness and accuracy
SPEAKING AND LISTENING:	
<i>Comprehension and Collaboration:</i> Participates in collaborative conversations using grade five criteria, building on others’ ideas and expressing their own clearly	Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion. Follows agreed-upon rules for discussions and carries out assigned roles. Poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others. Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.
<i>Presentation of Knowledge and Ideas:</i> Reports on a topic or presents an opinion with clarity using logically sequenced ideas and appropriate details	Reports on a topic or text or presents an opinion, sequences ideas logically and uses appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LANGUAGE SKILLS	
<p>Conventions of Standard English: Demonstrates grade level grammar and usage when writing or speaking</p>	<p>Explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Forms and uses the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Uses verb tense to convey various times, sequences, states, and conditions. Recognizes and corrects inappropriate shifts in verb tense. Uses correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>
<p>Demonstrates grade level conventions of spelling when writing</p>	<p>Spells grade-appropriate words correctly, consulting references as needed.</p>
WRITING	
<p>Text Types and Purposes: Writes narratives that include characters, descriptive details, sequenced events and a conclusion</p>	<p>Orients the reader by establishing a situation and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally. Uses narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Uses a variety of transitional words, phrases, and clauses to manage the sequence of events. Uses concrete words and phrases and sensory details to convey experiences and events precisely. Provides a conclusion that follows from the narrated experiences or events.</p>
<p>Writes informative/explanatory texts with an introduction, facts to develop points, and a conclusion</p>	<p>Introduces a topic clearly, provide a general observation and focus, and groups related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Links ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Uses precise language and domain-specific vocabulary to inform about or explain the topic. Provides a concluding statement or section related to the information or explanation presented.</p>
<p>Writes opinion pieces with an introduction, supporting reasons and a conclusion</p>	<p>Introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose. Provides logically ordered reasons that are supported by facts and details. Links opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>

	Provides a concluding statement or section related to the opinion presented.
MATH	
STANDARD:	DESCRIPTION AND/OR EXAMPLE:
<i>Operations and Algebraic Thinking:</i>	
Writes, interprets, and evaluates numerical expressions <u><i>Clarification of expression vs. equation</i></u> <i>“Numerical expression” means a mathematical phrase involving only numbers and one or more operational symbols.</i> <i>For example: 3+7</i> <i>This is different from an equation which includes an equal sign.</i> <i>For example: 3+7=10</i>	Uses parentheses, brackets, or braces in numerical expressions, and evaluates expressions with these symbols. Writes simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$.</i> <i>Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>
Analyzes numerical patterns and relationships	Generates two numerical patterns using two given rules. Identifies apparent relationships between corresponding terms. Forms ordered pairs consisting of corresponding terms from the two patterns, and graphs the ordered pairs on a coordinate plane. <i>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.</i> <i>Explain informally why this is so.</i>
<i>Number and Operations in Base Ten (Whole Numbers):</i>	
Uses place value understanding to work within powers of 10	Recognizes 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. Explains patterns in the number of zeros of the product when multiplying a number by powers of 10, and explains patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Uses whole-number exponents to denote powers of 10.
Uses place value and multiplication strategies to divide whole numbers	Divides whole numbers with up to four-digit dividends and two-digit divisors (example: $2,880 \div 24$), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.
Uses place value strategies to perform operations with decimals	Adds, subtracts, multiplies, and divides 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; relates the strategy to a written method and explain the reasoning used.

<i>Number and Operations – Fractions</i>	
Adds and subtracts fractions and mixed numbers with unlike denominators	For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)
Uses models and equations to solve problems with fractions	Progressing – addition and subtraction Meeting end of year expectation – addition, subtraction, multiplication, and division
Multiplies fractions and whole numbers	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 $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.
Divides with unit fractions and whole numbers <i>Clarification of unit fraction</i> <i>A “unit fraction” is a fraction with a numerator of 1.</i>	For example: $\frac{1}{2} \div 4$ or $8 \div \frac{1}{4}$
<i>Measurement and Data:</i>	
Converts units of measure	Converts among different-sized standard measurement units within a given measurement system (e.g., converts 5 cm to 0.05 m or converts 36 in to 3 ft), and uses these conversions in solving multi-step, real world problems.
Applies the formula of volume to rectangular prisms	Applies the formulas: $V = l \times w \times h$ (length times width times height); and $V = b \times h$ (base times height)