

Course: English for Speakers of Other Language-Elementary- 5010010

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BASIC INFORMATION

Course Number:	5010010
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, English for Speakers of Other Language-Elementary, ESOL E
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: General</p>
Course Title:	English for Speakers of Other Language-Elementary
Course Abbreviated Title:	ESOL E
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	This course will be composed of a multilevel classroom with learners from diverse backgrounds at varying English proficiency levels using a standards-based ESOL curriculum. This course supports English Language Learners' acquisition of English in

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	<p>order to learn and to read, write, and communicate orally in English, including the use of appropriate forms of English for different purposes, the importance of culture in various communicative modes, and the importance of active oral language participation within the classroom setting. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (251)

<p><u>LAFS.K.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
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	<ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
<u>LAFS.K.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<u>LAFS.K.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.
<u>LAFS.K.L.3.5:</u>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p>

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	<ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
<u>LAFS.K.L.3.6:</u>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<u>LAFS.K.RF.1.1:</u>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
<u>LAFS.K.RF.2.2:</u>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)


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	<p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
<u>LAFS.K.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<u>LAFS.K.RF.4.4:</u>	Read emergent-reader texts with purpose and understanding.
<u>LAFS.K.RI.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RI.1.2:</u>	With prompting and support, identify the main topic and retell key details of a text.
<u>LAFS.K.RI.1.3:</u>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.K.RI.2.4:</u>	With prompting and support, ask and answer questions about unknown words in a text.
<u>LAFS.K.RI.2.5:</u>	Identify the front cover, back cover, and title page of a book.
<u>LAFS.K.RI.2.6:</u>	<p>LACC.K.RI.2.6 (2013-2014): Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>LAFS.K.RI.2.6 (2014-2015): With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>

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<u>LAFS.K.RI.3.7:</u>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<u>LAFS.K.RI.3.8:</u>	With prompting and support, identify the reasons an author gives to support points in a text.
<u>LAFS.K.RI.3.9:</u>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LAFS.K.RI.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.RL.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LAFS.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>LAFS.K.RL.2.4:</u>	LACC.K.RL.2.4 (2013-2014): Ask and answer questions about unknown words in a text. LAFS.K.RL.2.4 (2014-2015): With prompting and support, ask and answer questions about unknown words in a text.
<u>LAFS.K.RL.2.5:</u>	Recognize common types of texts (e.g., storybooks, poems).
<u>LAFS.K.RL.2.6:</u>	LACC.K.RL.2.6 (2013-2014): With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. LAFS.K.RL.2.6 (2014-2015): With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
<u>LAFS.K.RL.3.7:</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what

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	moment in a story an illustration depicts).
<u>LAFS.K.RL.3.9:</u>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<u>LAFS.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.4:</u>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<u>LAFS.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LAFS.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>LAFS.K.W.1.1:</u>	Use a combination of drawing, dictating, and writing to 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., My favorite book is...).
<u>LAFS.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LAFS.K.W.1.3:</u>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events

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	in the order in which they occurred, and provide a reaction to what happened.
<u>LAFS.K.W.2.5:</u>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<u>LAFS.K.W.2.6:</u>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LAFS.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.1.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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<p><u>LAFS.1.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p><u>LAFS.1.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p><u>LAFS.1.L.3.5:</u></p>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by

	defining or choosing them or by acting out the meanings.
<u>LAFS.1.L.3.6:</u>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).
<u>LAFS.1.RF.1.1:</u>	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<u>LAFS.1.RF.2.2:</u>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<u>LAFS.1.RF.3.3:</u>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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	<ul style="list-style-type: none"> e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
<u>LAFS.1.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.1.RI.1.1:</u>	Ask and answer questions about key details in a text.
<u>LAFS.1.RI.1.2:</u>	Identify the main topic and retell key details of a text.
<u>LAFS.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.1.RI.2.4:</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<u>LAFS.1.RI.2.5:</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>LAFS.1.RI.2.6:</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<u>LAFS.1.RI.3.7:</u>	Use the illustrations and details in a text to describe its key ideas.
<u>LAFS.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LAFS.1.RI.3.9:</u>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LAFS.1.RI.4.10:</u>	With prompting and support, read informational texts appropriately complex for grade 1.

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<u>LAFS.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LAFS.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LAFS.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LAFS.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LAFS.1.RL.2.5:</u>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<u>LAFS.1.RL.2.6:</u>	Identify who is telling the story at various points in a text.
<u>LAFS.1.RL.3.7:</u>	Use illustrations and details in a story to describe its characters, setting, or events.
<u>LAFS.1.RL.3.9:</u>	Compare and contrast the adventures and experiences of characters in stories.
<u>LAFS.1.RL.4.10:</u>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<u>LAFS.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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<u>LAFS.1.SL.2.4:</u>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>LAFS.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>LAFS.1.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) Remarks/Examples Note: The referenced “page 26” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.1.W.1.1:</u>	Write 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.
<u>LAFS.1.W.1.2:</u>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<u>LAFS.1.W.1.3:</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<u>LAFS.1.W.2.5:</u>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<u>LAFS.1.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.1.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<u>LAFS.1.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.2.L.1.1:</u>	LACC.2.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing

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	<p>or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound 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>). <p>LAFS.2.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Demonstrate legible printing skills. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound 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>).
<p><u>LAFS.2.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters.


	<ul style="list-style-type: none"> c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LAFS.2.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English.
<p><u>LAFS.2.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<p><u>LAFS.2.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).

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	<p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>
<u>LAFS.2.L.3.6:</u>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<u>LAFS.2.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
<u>LAFS.2.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.2.RI.1.1:</u>	<p>Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<u>LAFS.2.RI.1.2:</u>	<p>Identify the main topic of a multiparagraph text as well as the</p>

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	focus of specific paragraphs within the text.
<u>LAFS.2.RI.1.3:</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>LAFS.2.RI.2.4:</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>LAFS.2.RI.2.5:</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<u>LAFS.2.RI.2.6:</u>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<u>LAFS.2.RI.3.7:</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>LAFS.2.RI.3.8:</u>	LACC.2.RI.3.8 (2013-2014): Describe how reasons support specific points the author makes in a text. LAFS.2.RI.3.8 (2014-2015): Describe how an author uses reasons to support specific points in a text.
<u>LAFS.2.RI.3.9:</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>LAFS.2.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.2.RL.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
<u>LAFS.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LAFS.2.RL.1.3:</u>	Describe how characters in a story respond to major events and challenges.
<u>LAFS.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story,

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	poem, or song.
<u>LAFS.2.RL.2.5:</u>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<u>LAFS.2.RL.2.6:</u>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<u>LAFS.2.RL.3.7:</u>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<u>LAFS.2.RL.3.9:</u>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<u>LAFS.2.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.2.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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LAFS.2.SL.2.4:	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LAFS.2.SL.2.5:	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.SL.2.6:	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
	Remarks/Examples
	Note: The referenced “pages 26 and 27” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.2.W.1.1:	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LAFS.2.W.1.2:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LAFS.2.W.2.5:	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LAFS.2.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record

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	science observations).
<u>LAFS.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.3.L.3.5:</u>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<u>LAFS.3.L.1.1:</u>	<p>LACC.3.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. <p>LAFS.3.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Demonstrate beginning cursive writing skills.

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	<ul style="list-style-type: none"> b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage). e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences.
<p><u>LAFS.3.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LAFS.3.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the


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	conventions of spoken and written standard English.
<u>LAFS.3.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<u>LAFS.3.L.3.6:</u>	<p>LACC.3.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>LAFS.3.L.3.6 (2014-2015): Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<u>LAFS.3.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes.

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	<ul style="list-style-type: none"> b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
<u>LAFS.3.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RI.1.2:</u>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<u>LAFS.3.RI.1.3:</u>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.RI.2.5:</u>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>LAFS.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LAFS.3.RI.3.7:</u>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<u>LAFS.3.RI.3.8:</u>	Describe the logical connection between particular sentences and

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	paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<u>LAFS.3.RI.3.9:</u>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<u>LAFS.3.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LAFS.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<u>LAFS.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LAFS.3.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>LAFS.3.RL.2.5:</u>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<u>LAFS.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.
<u>LAFS.3.RL.3.7:</u>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<u>LAFS.3.RL.3.9:</u>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<u>LAFS.3.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LAFS.3.SI.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-

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	<p>one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LAFS.3.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<u>LAFS.3.SL.2.5:</u>	<p>LACC.3.SL.2.5 (2013-2014): Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>LAFS.3.SL.2.5 (2014-2015): Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p>

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<p><u>LAFS.3.SL.2.6:</u></p>	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<p><u>LAFS.3.W.1.1:</u></p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<p><u>LAFS.3.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<p><u>LAFS.3.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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	<ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
<u>LAFS.3.W.2.4:</u>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LAFS.3.W.2.5:</u>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.3.W.2.6:</u>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<u>LAFS.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LAFS.3.W.3.8:</u>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>LAFS.3.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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LAFS.4.L.1.1:

LACC.4.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

LAFS.4.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.


- a. Demonstrate legible cursive writing skills.
- b. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- f. Form and use prepositional phrases.
- g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

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<u>LAFS.4.L.1.1g:</u>	Correctly use frequently confused words (e.g., to, too, two; there, their).
<u>LAFS.4.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
<u>LAFS.4.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<u>LAFS.4.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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<p><u>LAFS.4.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<p><u>LAFS.4.L.3.6:</u></p>	<p>LACC.4.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>LAFS.4.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<p><u>LAFS.4.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
<p><u>LAFS.4.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding.

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	<ul style="list-style-type: none"> b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.4.RI.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.4.RI.1.2:</u>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>LAFS.4.RI.1.3:</u>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LAFS.4.RI.2.5:</u>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<u>LAFS.4.RI.2.6:</u>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<u>LAFS.4.RI.3.7:</u>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<u>LAFS.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LAFS.4.RI.3.9:</u>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LAFS.4.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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<u>LAFS.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LAFS.4.RL.1.3:</u>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<u>LAFS.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<u>LAFS.4.RL.2.5:</u>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<u>LAFS.4.RL.2.6:</u>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>LAFS.4.RL.3.7:</u>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<u>LAFS.4.RL.3.9:</u>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<u>LAFS.4.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.4.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas

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	<p>under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.4.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LAFS.4.SL.2.5:</u>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.4.SL.2.6:</u>	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.4.W.1.1:</u>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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	<ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LAFS.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LAFS.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.

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	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
LAFS.4.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.2.5:	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>

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	<p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>
<p><u>LAFS.4.W.4.10:</u></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><u>LAFS.5.L.1.1:</u></p>	<p>LACC.5.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>LAFS.5.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate fluent and legible cursive writing skills. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).

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<p><u>LAFS.5.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>LAFS.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
<p><u>LAFS.5.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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<p><u>LAFS.5.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p><u>LAFS.5.L.3.6:</u></p>	<p>LACC.5.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>LAFS.5.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<p><u>LAFS.5.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use 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.
<p><u>LAFS.5.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p>

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	<ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.5.RI.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.5.RI.1.2:</u>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<u>LAFS.5.RI.1.3:</u>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<u>LAFS.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LAFS.5.RI.2.5:</u>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<u>LAFS.5.RI.2.6:</u>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<u>LAFS.5.RI.3.7:</u>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<u>LAFS.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LAFS.5.RI.3.9:</u>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LAFS.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band


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	independently and proficiently.
<u>LAFS.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.5.RL.1.2:</u>	Determine 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; summarize the text.
<u>LAFS.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LAFS.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LAFS.5.RL.2.5:</u>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<u>LAFS.5.RL.2.6:</u>	Describe how a narrator’s or speaker’s point of view influences how events are described.
<u>LAFS.5.RL.3.7:</u>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<u>LAFS.5.RL.3.9:</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<u>LAFS.5.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LAFS.5.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas

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	<p>under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LAFS.5.SL.2.4:</u>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LAFS.5.SL.2.5:</u>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.5.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.5.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are</p>

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	<p>logically grouped to support the writer’s purpose.</p> <ul style="list-style-type: none"> b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LAFS.5.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LAFS.5.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

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Course: Functional Basic Skills in Reading-Elementary- 5010020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3067>

BASIC INFORMATION

Course Number:	5010020
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Functional Basic Skills in Reading-Elementary, FNC BAS SKLS READ E
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: General</p>
Course Title:	Functional Basic Skills in Reading-Elementary
Course Abbreviated Title:	FNC BAS SKLS READ E
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling to read and write or communicate

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	orally about what they have read. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.
General Notes:	<p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (218)

<u>LAFS.K.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
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	<p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>
<p><u>LAFS.K.L.3.5:</u></p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
<p><u>LAFS.K.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><u>LAFS.K.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
<p><u>LAFS.K.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken

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	<p>words.</p> <ul style="list-style-type: none"> c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<u>LAFS.K.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
<u>LAFS.K.RF.4.4:</u>	Read emergent-reader texts with purpose and understanding.
<u>LAFS.K.RI.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RI.1.2:</u>	With prompting and support, identify the main topic and retell key details of a text.
<u>LAFS.K.RI.1.3:</u>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.K.RI.2.4:</u>	With prompting and support, ask and answer questions about unknown words in a text.
<u>LAFS.K.RI.2.5:</u>	Identify the front cover, back cover, and title page of a book.
<u>LAFS.K.RI.2.6:</u>	LACC.K.RI.2.6 (2013-2014): Name the author and illustrator of a


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	<p>text and define the role of each in presenting the ideas or information in a text.</p> <p>LAFS.K.RI.2.6 (2014-2015): With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
<u>LAFS.K.RI.3.7:</u>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<u>LAFS.K.RI.3.8:</u>	With prompting and support, identify the reasons an author gives to support points in a text.
<u>LAFS.K.RI.3.9:</u>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LAFS.K.RI.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.RL.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LAFS.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>LAFS.K.RL.2.4:</u>	<p>LACC.K.RL.2.4 (2013-2014): Ask and answer questions about unknown words in a text.</p> <p>LAFS.K.RL.2.4 (2014-2015): With prompting and support, ask and answer questions about unknown words in a text.</p>
<u>LAFS.K.RL.2.5:</u>	Recognize common types of texts (e.g., storybooks, poems).
<u>LAFS.K.RL.2.6:</u>	LACC.K.RL.2.6 (2013-2014): With prompting and support, name the author and illustrator of a story and define the role of each in

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	telling the story. LAFS.K.RL.2.6 (2014-2015): With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
<u>LAFS.K.RL.3.7:</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<u>LAFS.K.RL.3.9:</u>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<u>LAFS.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.4:</u>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<u>LAFS.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LAFS.K.W.1.1:</u>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of

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	the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
<u>LAFS.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LAFS.K.W.1.3:</u>	Use a combination of drawing, dictating, and writing to 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.
<u>LAFS.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<u>LAFS.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.1.L.1.1g:</u>	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<u>LAFS.1.L.1.1h:</u>	Use determiners (e.g., articles, demonstratives).
<u>LAFS.1.L.1.1i:</u>	Use frequently occurring prepositions (e.g., during, beyond, toward).
<u>LAFS.1.L.1.1j:</u>	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<u>LAFS.1.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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<p><u>LAFS.1.L.3.5:</u></p>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<p><u>LAFS.1.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>
<p><u>LAFS.1.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<p><u>LAFS.1.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete

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	sequence of individual sounds (phonemes).
<u>LAFS.1.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
<u>LAFS.1.RF.3.3g:</u>	Recognize and read grade-appropriate irregularly spelled words.
<u>LAFS.1.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.1.RI.1.1:</u>	Ask and answer questions about key details in a text.
<u>LAFS.1.RI.1.2:</u>	Identify the main topic and retell key details of a text.
<u>LAFS.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.1.RI.2.4:</u>	Ask and answer questions to help determine or clarify the


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	meaning of words and phrases in a text.
<u>LAFS.1.RI.2.5:</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>LAFS.1.RI.2.6:</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<u>LAFS.1.RI.3.7:</u>	Use the illustrations and details in a text to describe its key ideas.
<u>LAFS.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LAFS.1.RI.3.9:</u>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LAFS.1.RI.4.10:</u>	With prompting and support, read informational texts appropriately complex for grade 1.
<u>LAFS.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LAFS.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LAFS.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LAFS.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LAFS.1.RL.2.5:</u>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<u>LAFS.1.RL.2.6:</u>	Identify who is telling the story at various points in a text.
<u>LAFS.1.RL.3.7:</u>	Use illustrations and details in a story to describe its characters, setting, or events.
<u>LAFS.1.RL.3.9:</u>	Compare and contrast the adventures and experiences of characters in stories.
<u>LAFS.1.RL.4.10:</u>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<u>LAFS.1.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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	<ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LAFS.1.SL.2.4:</u>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>LAFS.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>LAFS.1.W.1.1:</u>	Write 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.
<u>LAFS.1.W.1.2:</u>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<u>LAFS.1.W.1.3:</u>	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<u>LAFS.1.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
<u>LAFS.1.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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<p><u>LAFS.2.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<p><u>LAFS.2.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
<p><u>LAFS.2.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p><u>LAFS.2.RL.1.3:</u></p>	<p>Describe how characters in a story respond to major events and challenges.</p>
<p><u>LAFS.2.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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	<ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
<u>LAFS.2.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.2.RI.1.1:</u>	<p>Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>
<u>LAFS.2.RI.1.2:</u>	<p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>
<u>LAFS.2.RI.1.3:</u>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
<u>LAFS.2.RI.2.4:</u>	<p>Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>
<u>LAFS.2.RI.2.5:</u>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>
<u>LAFS.2.RI.2.6:</u>	<p>Identify the main purpose of a text, including what the author</p>

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	wants to answer, explain, or describe.
<u>LAFS.2.RI.3.7:</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>LAFS.2.RI.3.8:</u>	LAFS.2.RI.3.8 (2013-2014): Describe how reasons support specific points the author makes in a text. LAFS.2.RI.3.8 (2014-2015): Describe how an author uses reasons to support specific points in a text.
<u>LAFS.2.RI.3.9:</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>LAFS.2.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.2.RL.1.1:</u>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
<u>LAFS.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LAFS.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<u>LAFS.2.RL.2.5:</u>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<u>LAFS.2.RL.2.6:</u>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<u>LAFS.2.RL.3.7:</u>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<u>LAFS.2.RL.3.9:</u>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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<u>LAFS.2.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.2.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LAFS.2.SL.2.4:</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>LAFS.2.W.1.1:</u>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<u>LAFS.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>LAFS.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order,

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	and provide a sense of closure.
<u>LAFS.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>LAFS.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.3.L.1.1g:</u>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<u>LAFS.3.L.1.1h:</u>	Use coordinating and subordinating conjunctions.
<u>LAFS.3.L.1.1i:</u>	Produce simple, compound, and complex sentences.
<u>LAFS.3.L.1.2g:</u>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<u>LAFS.3.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
<u>LAFS.3.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key

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	words and phrases.
<u>LAFS.3.L.3.5:</u>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<u>LAFS.3.L.3.6:</u>	<p>LAFS.3.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>LAFS.3.L.3.6 (2014-2015): Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<u>LAFS.3.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
<u>LAFS.4.SI.1.3:</u>	Identify the reasons and evidence a speaker provides to support

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	particular points.
<u>LAFS.3.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RI.1.2:</u>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<u>LAFS.3.RI.1.3:</u>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.RI.2.5:</u>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>LAFS.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LAFS.3.RI.3.7:</u>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<u>LAFS.3.RI.3.8:</u>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<u>LAFS.3.RI.3.9:</u>	Compare and contrast the most important points and key details

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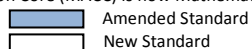
Course: Mathematics - Grade Two- 5012040

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3707>

BASIC INFORMATION

Course Number:	5012040
Grade Levels:	2
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Mathematics, General Mathematics, General, Math, Mathematics - Grade Two, MATH GRADE Two
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Course Title:	Mathematics - Grade Two
Course Abbreviated Title:	MATH GRADE Two
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

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Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS)



STANDARDS (39)

MAFS.2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

1. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

2. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

3. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.



4. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

LAFS.2.SL.1.1:

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.



- a. Follow 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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<u>LAFS.2.SL.1.2:</u>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LAFS.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>MAFS.2.G.1.1:</u>	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
<u>MAFS.2.G.1.2:</u>	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
<u>MAFS.2.G.1.3:</u>	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
<u>MAFS.2.MD.1.1:</u>	<p>MACC.2.MD.1.1 (2013-2014): Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>MAFS.2.MD.1.1 (2014-2015): Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>
<u>MAFS.2.MD.1.2:</u>	<p>MACC.2.MD.1.2 (2013-2014): Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>MAFS.2.MD.1.2 (2014-2015): Describe the inverse relationship between the size of a unit and number of units needed to measure a given object. <i>Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose we want to line</i></p>

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	<p><i>it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.</i></p>
<u>MAFS.2.MD.1.3:</u>	<p>MACC.2.MD.1.3 (2013-2014): Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>MAFS.2.MD.1.3 (2014-2015): Estimate lengths using units of inches, feet, yards, centimeters, and meters.</p>
<u>MAFS.2.MD.1.4:</u>	<p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>
<u>MAFS.2.MD.2.5:</u>	<p>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p>
<u>MAFS.2.MD.2.6:</u>	<p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>
<u>MAFS.2.MD.3.7:</u>	<p>MACC.2.MD.3.7 (2013-2014): Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>MAFS.2.MD.3.7 (2014-2015): Tell and write time from analog and digital clocks to the nearest five minutes.</p>
<u>MAFS.2.MD.3.8:</u>	<p>MACC.2.MD.3.8 (2013-2014): Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></p> <p>MAFS.2.MD.3.8 (2014-2015): Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, nickels, and pennies) using \$ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations¹. <i>Example:</i></p>

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
	<p><i>The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier?</i></p> <ol style="list-style-type: none"> Identify the value of coins and paper currency. Compute the value of any combination of coins within one dollar. Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?). Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar). <p>(¹See glossary Table 1.)</p>
<p>MAFS.2.MD.4.10:</p>	<p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>
<p>MAFS.2.MD.4.9:</p>	<p>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>
<p>MAFS.2.NBT.1.1:</p>	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 100 can be thought of as a bundle of ten tens — called a “hundred.” The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
<p>MAFS.2.NBT.1.2:</p>	<p>Count within 1000; skip-count by 5s, 10s, and 100s.</p>
<p>MAFS.2.NBT.1.3:</p>	<p>Read and write numbers to 1000 using base-ten numerals,</p>

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
	number names, and expanded form.
<u>MAFS.2.NBT.1.4:</u>	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
<u>MAFS.2.NBT.2.5:</u>	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
<u>MAFS.2.NBT.2.6:</u>	Add up to four two-digit numbers using strategies based on place value and properties of operations.
<u>MAFS.2.NBT.2.7:</u>	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
<u>MAFS.2.NBT.2.8:</u>	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
<u>MAFS.2.NBT.2.9:</u>	Explain why addition and subtraction strategies work, using place value and the properties of operations.
<u>MAFS.2.OA.1.a:</u>	(new in 2014-2015) Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations $37 + 10 + 10 = \underline{\hspace{1cm}} + 18$, $? - 6 = 13 - 4$, and $15 - 9 = 6 + \square$.
<u>MAFS.2.OA.1.1:</u>	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
<u>MAFS.2.OA.2.2:</u>	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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
<p><u>MAFS.2.OA.3.3:</u></p>	<p>Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>
<p><u>MAFS.2.OA.3.4:</u></p>	<p>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>
<p><u>MAFS.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MAFS.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and</p>

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	<p>manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p>MAFS.K12.MP.3.1:</p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p>MAFS.K12.MP.4.1:</p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing</p>

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
an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MAFS.K12.MP.5.1:

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

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Course: Mathematics - Grade Three-5012050

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/10280>

BASIC INFORMATION

Course Number:	5012050
Grade Levels:	3
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Mathematics, General Mathematics, General, Math, Mathematics - Grade Three, MATH GRADE Three
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Mathematics</p> <p>SubSubject: General Mathematics</p>
Course Title:	Mathematics - Grade Three
Course Abbreviated Title:	MATH GRADE Three
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Version Description:	

General Notes:**MAFS.3**

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-

	dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.
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STANDARDS (37)

<u>LAFS.3.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LAFS.3.W.1.2:</u>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	<ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<u>MAFS.3.G.1.1:</u>	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
<u>MAFS.3.G.1.2:</u>	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
<u>MAFS.3.MD.1.1:</u>	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
<u>MAFS.3.MD.4.8:</u>	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.
<u>MAFS.3.NBT.1.1:</u>	Use place value understanding to round whole numbers to the nearest 10 or 100.
<u>MAFS.3.MD.1.2:</u>	<p>MACC.3.MD.1.2 (2013-2014): Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>MAFS.3.MD.1.2 (2014-2015): Measure and estimate liquid volumes and masses of objects using standard units of grams</p>

	<p>(g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Continuous measurement quantities such as liquid volume, mass, and so on are an important context for fraction arithmetic (cf. 4.NF.2.4c, 5.NF.2.7c, 5.NF.2.3). In grade 3, students begin to get a feel for continuous measurement quantities and solve whole-number problems involving such quantities.</p>
<p><u>MAFS.3.MD.2.3:</u></p>	<p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>
<p><u>MAFS.3.MD.2.4:</u></p>	<p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>
<p><u>MAFS.3.MD.3.5:</u></p>	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ol style="list-style-type: none"> A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
<p><u>MAFS.3.MD.3.6:</u></p>	<p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>
<p><u>MAFS.3.MD.3.7:</u></p>	<p>Relate area to the operations of multiplication and addition.</p> <ol style="list-style-type: none"> Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as

	<p>would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Area is a major concept within measurement, and area models must function as a support for multiplicative reasoning in grade 3 and beyond.</p>
<p><u>MAFS.3.NBT.1.2:</u></p>	<p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Remarks/Examples</p> <p>Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Although 3.OA.3.7 and 3.NBT.1.2 are both fluency standards, these two standards do not represent equal investments of time in grade 3. Note that students in grade 2 were already adding and subtracting within 1000, just not fluently. That makes 3.NBT.1.2 a relatively small and incremental expectation. By contrast, multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students' work in grade 3.)</p>

<u>MAFS.3.NBT.1.3:</u>	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
<u>MAFS.3.NF.1.1:</u>	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
<u>MAFS.3.NF.1.2:</u>	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <ol style="list-style-type: none"> a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. <p>Remarks/Examples</p> <p>Example of Opportunities for In-Depth Focus</p> <p>Developing an understanding of fractions as numbers is essential for future work with the number system. It is critical that students at this grade are able to place fractions on a number line diagram and understand them as a related component of their ever- expanding number system.</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Students fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.1.2 a relatively small and incremental expectation.</p>
<u>MAFS.3.NF.1.3:</u>	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ol style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

	<p>b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.</i></p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>
<p>MAFS.3.OA.1.1:</p>	<p>Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>Remarks/Examples</p> <hr/> <p>Examples of Opportunities for In-Depth Focus</p> <p>Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.</p>
<p>MAFS.3.OA.1.2:</p>	<p>Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i></p> <p>Remarks/Examples</p> <hr/> <p>Examples of Opportunities for In-Depth Focus</p> <p>Word problems involving equal groups, arrays, and measurement</p>

	<p>quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.</p>
<p>MAFS.3.OA.1.3:</p>	<p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Remarks/Examples</p> <hr/> <p>Examples of Opportunities for In-Depth Focus</p> <p>Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.</p>
<p>MAFS.3.OA.1.4:</p>	<p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = [] \div 3$, $6 \times 6 = ?$.</i></p> <p>Remarks/Examples</p> <hr/> <p>Examples of Opportunities for In-Depth Focus</p> <p>Word problems involving equal groups, arrays, and measurement quantities can be used to build students' understanding of and skill with multiplication and division, as well as to allow students to demonstrate their understanding of and skill with these operations.</p>
<p>MAFS.3.OA.2.5:</p>	<p>Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be</i></p>

	<p>found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p>
<p><u>MAFS.3.OA.2.6:</u></p>	<p>Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>
<p><u>MAFS.3.OA.3.7:</u></p>	<p>Fluently multiply and divide 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, know from memory all products of two one-digit numbers.</p> <p>Remarks/Examples</p> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>Students fluently multiply and divide within 100. By the end of grade 3, they know all products of two one-digit numbers from memory. Multiplication and division are new in grade 3, and meeting the multiplication and division fluency standard 3.OA.3.7 with understanding is a major portion of students' work in grade 3.</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>Finding single-digit products and related quotients is a required fluency for grade 3. Reaching fluency will take much of the year for many students. These skills and the understandings that support them are crucial; students will rely on them for years to come as they learn to multiply and divide with multidigit whole numbers and to add, subtract, multiply, and divide with fractions. After multiplication and division situations have been established, reasoning about patterns in products (e.g., products involving factors of 5 or 9) can help students remember particular products and quotients. Practice — and if necessary, extra support — should continue all year for those who need it to attain fluency.</p>
<p><u>MAFS.3.OA.4.8:</u></p>	<p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>

<p><u>MAFS.3.OA.4.9:</u></p>	<p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>
<p><u>MAFS.K12.MP.1.1:</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MAFS.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the</p>

	<p>manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MAFS.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a</p>

	<p>function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MAFS.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MAFS.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely</p>

	<p>to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MAFS.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MAFS.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle</p>



school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



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<p><u>MAFS.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.</p>

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Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



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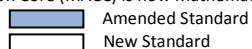
Course: Mathematics - Grade One- 5012030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3635>

BASIC INFORMATION

Course Number:	5012030
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Mathematics, General Mathematics, General, Math, Mathematics - Grade One, MATH GRADE One
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Course Title:	Mathematics - Grade One
Course Abbreviated Title:	MATH GRADE One
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

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STANDARDS (34)

MAFS.1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.



1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.
2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.
3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. Note: Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.
4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

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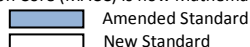
<u>LAFS.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LAFS.1.SL.1.2:</u>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<u>LAFS.1.SL.1.3:</u>	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
<u>LAFS.K12.W.1.2:</u>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<u>MAFS.1.G.1.1:</u>	<p>Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p>
<u>MAFS.1.G.1.2:</u>	<p>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p>
<u>MAFS.1.G.1.3:</u>	<p>Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>
<u>MAFS.1.MD.1.a:</u>	<p>(new in 2014-2015) Understand how to use a ruler to measure length to the nearest inch.</p>

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	<p>a. Recognize that the ruler is a tool that can be used to measure the attribute of length.</p> <p>b. Understand the importance of the zero point and end point and that the length measure is the span between two points.</p> <p>Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.</p>
<u>MAFS.1.MD.1.1:</u>	<p>c. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>
<u>MAFS.1.MD.2.a:</u>	<p>(new in 2014-2015) Identify and combine values of money in cents up to one dollar working with a single unit of currency¹.</p> <p>a. Identify the value of coins (pennies, nickels, dimes, quarters).</p> <p>b. Compute the value of combinations of coins (pennies and/or dimes).</p> <p>c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies <i>or</i> ten dimes <i>or</i> four quarters in one dollar.) (¹Students are not expected to understand the decimal notation for combinations of dollars and cents.)</p>
<u>MAFS.1.MD.2.3:</u>	<p>Tell and write time in hours and half-hours using analog and digital clocks.</p>
<u>MAFS.1.MD.3.4:</u>	<p>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
<u>MAFS.1.NBT.1.1:</u>	<p>Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>
<u>MAFS.1.NBT.2.2:</u>	<p>MACC.1.NBT.2.2 (2013-2014): Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a</p>

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
	<p>“ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>MAFS.1.NBT.2.2 (2014-2015): Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).</p>
<u>MAFS.1.NBT.2.3:</u>	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
<u>MAFS.1.NBT.3.4:</u>	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
<u>MAFS.1.NBT.3.5:</u>	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
<u>MAFS.1.NBT.3.6:</u>	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value,

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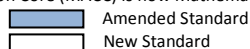
	properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
<u>MAFS.1.OA.1.1:</u>	<p>MACC.1.OA.1.1 (2013-2014): Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>MAFS.1.OA.1.1 (2014-2015): Use addition and subtraction within 20 to solve word problems¹ 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 (¹Students are not required to independently read the word problems.)</p>
<u>MAFS.1.OA.1.2:</u>	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
<u>MAFS.1.OA.2.3:</u>	Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>
<u>MAFS.1.OA.2.4:</u>	Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>
<u>MAFS.1.OA.3.5:</u>	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
<u>MAFS.1.OA.3.6:</u>	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating

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	equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
<u>MAFS.1.OA.4.7:</u>	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>
<u>MAFS.1.OA.4.8:</u>	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = [] - 3$, $6 + 6 = []$.</i>
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<u>MAFS.K12.MP.2.1:</u>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and</p>

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	<p>their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MAFS.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>

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MAFS.K12.MP.4.1:

Model with mathematics.



Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

MAFS.K12.MP.5.1:

Use appropriate tools strategically.



Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical

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	<p>resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MAFS.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MAFS.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>

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MAFS.K12.MP.8.1:



Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.



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Course: Language Arts - Grade 3- 5010044

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3791>

BASIC INFORMATION

Course Number:	5010044
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Language Arts - Grade 3, Lang Arts - 3
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course Title:	Language Arts - Grade 3
Course Abbreviated Title:	Lang Arts - 3
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand

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	<p>and be able to do by the end of Grade 3. The standards are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</p>
<p>General Notes:</p>	<p>The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

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STANDARDS (60)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Reading Foundational Skills

Standard Notes: *The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.*


Special Note: *Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

Writing

Standard Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standard Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

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Language

Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The following standards may be re-addressed at a higher grade level: LAFS.3.L.1.1f, LAFS.3.L.2.3a*


Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- **Make sense of problems and persevere in solving them. (MP 1)**
- **Construct viable arguments and critique the reasoning of others. (MP 3)**
- **Attend to precision. (MP 6)**

Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the MAFS.*

<u>HE.3.B.3.1:</u>	Locate resources from home, school, and community that provide valid health information. Remarks/Examples Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.
<u>HE.3.B.3.2:</u>	Describe criteria for selecting health information, resources, products, and services. Remarks/Examples Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.
<u>HF.3.R.4.1:</u>	Identify effective verbal and nonverbal communication skills to

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	<p>enhance health. Remarks/Examples</p> <p>Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding.</p>
<u>HE.3.B.4.2:</u>	<p>Demonstrate refusal skills that avoid or reduce health risks. Remarks/Examples</p> <p>Making clear statements, expressing feelings, asking for help, and learning how to say "no."</p>
<u>HE.3.B.4.3:</u>	<p>Demonstrate nonviolent strategies to manage or resolve conflict. Remarks/Examples</p> <p>Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills.</p>
<u>HE.3.B.4.4:</u>	<p>Explain ways to ask for assistance to enhance personal health. Remarks/Examples</p> <p>Group discussions, ask orally, and ask in writing.</p>
<u>HE.3.B.5.1:</u>	<p>Recognize circumstances that can help or hinder healthy decision making. Remarks/Examples</p> <p>Media health messages, practices of family and peers, and knowledge of topic.</p>
<u>HE.3.C.1.3:</u>	<p>Describe ways a safe, healthy classroom can promote personal health. Remarks/Examples</p> <p>Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.</p>

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<p><u>HE.3.C.2.5:</u></p>	<p>Discuss the positive and negative impacts media may have on health.</p> <p>Remarks/Examples</p> <p>Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time.</p>
<p><u>LA.3.1.7.4:</u></p>	<p>The student will identify cause-and-effect relationships in text;</p>
<p><u>LA.3.1.7.5:</u></p>	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;</p>
<p><u>LA.3.2.2.1:</u></p>	<p>The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</p>
<p><u>LAFS.3.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<p><u>LAFS.3.W.3.7:</u></p>	<p>Conduct short research projects that build knowledge about a topic.</p>
<p><u>LAFS.3.W.3.8:</u></p>	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p><u>LAFS.3.L.1.1:</u></p>	<p>LACC.3.L.1.1 (2013-2014): Demonstrate command of the</p>


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conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

LAFS.3.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Demonstrate beginning cursive writing skills.
- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- c. Form and use regular and irregular plural nouns.
- d. Use abstract nouns (e.g., childhood, friendship, courage).
- e. Form and use regular and irregular verbs.
- f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- g. Ensure subject-verb and pronoun-antecedent agreement.
- h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- i. Use coordinating and subordinating conjunctions.
- j. Produce simple, compound, and complex sentences.

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<p><u>LAFS.3.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LAFS.3.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
<p><u>LAFS.3.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). d. Use glossaries or beginning dictionaries, both print and

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	digital, to determine or clarify the precise meaning of key words and phrases.
<u>LAFS.3.L.3.6:</u>	<p>LACC.3.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>LAFS.3.L.3.6 (2014-2015): Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<u>LAFS.3.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
<u>LAFS.3.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a

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	text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RI.1.2:</u>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<u>LAFS.3.RI.1.3:</u>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.RI.2.5:</u>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>LAFS.3.RI.2.6:</u>	Distinguish their own point of view from that of the author of a text.
<u>LAFS.3.RI.3.7:</u>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<u>LAFS.3.RI.3.8:</u>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<u>LAFS.3.RI.3.9:</u>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<u>LAFS.3.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LAFS.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

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<u>LAFS.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LAFS.3.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>LAFS.3.RL.2.5:</u>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<u>LAFS.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.
<u>LAFS.3.RL.3.7:</u>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<u>LAFS.3.RL.3.9:</u>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<u>LAFS.3.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LAFS.3.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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	d. Explain their own ideas and understanding in light of the discussion.
LAFS.3.SL.1.2:	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.1.3:	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LAFS.3.SL.2.4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.3.SL.2.5:	LACC.3.SL.2.5 (2013-2014): Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. LAFS.3.SL.2.5 (2014-2015): Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
LAFS.3.SL.2.6:	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.) Remarks/Examples Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.3.W.1.1:	Write opinion pieces on topics or texts, supporting a point of view with reasons.

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	<ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<p><u>LAFS.3.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<p><u>LAFS.3.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
<p><u>LAFS.3.W.2.4:</u></p>	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and</p>

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	purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.3.W.2.5:	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.3.W.2.6:	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LAFS.3.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SC.3.N.1.3:	<p>Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.</p> <p>Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
SC.3.N.1.4:	<p>Recognize the importance of communication among scientists.</p> <p>Remarks/Examples</p> <p>* MAFS Connections: LAFS.3.RI.1.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
SC.3.N.1.5:	<p>Recognize that scientists question, discuss, and check each others' evidence and explanations.</p> <p>Remarks/Examples</p>

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	** MAFS Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others.
SC.3.N.1.6:	Infer based on observation. Remarks/Examples ** MAFS Connections: MAFS.K12.MP.6: Attend to precision.
SS.3.C.1.2:	Describe how government gains its power from the people.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Remarks/Examples Examples are food drives, book drives, community, clean-up, voting.

RELATED GLOSSARY TERM DEFINITIONS (3)

Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Observation :	What one has observed using senses or instruments.
Scientist:	A person with expert knowledge of one or more sciences, that engages in processes to acquire and communicate knowledge.

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Course: Language Arts - Grade 2- 5010043

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3715>

BASIC INFORMATION

Course Number:	5010043
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Language Arts - Grade 2, Lang Arts - 2
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course Title:	Language Arts - Grade 2
Course Abbreviated Title:	Lang Arts - 2
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand and be able to do by the end of Grade 2. The benchmarks are

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	<p>related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</p>
<p>General Notes:</p>	<p>General Notes: The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> <p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

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STANDARDS (51)

Reading Literature

Benchmark Notes: These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Benchmark Notes: These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Benchmark Notes: The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Notes: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.


Writing

Benchmark Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Benchmark Notes: The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language

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Benchmark Notes: The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.


- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<p><u>HE.2.B.3.1:</u></p>	<p>Understand the meaning of warning labels and signs on hazardous products. Remarks/Examples Hazardous-waste sign and medication labels.</p>
<p><u>HE.2.B.3.2:</u></p>	<p>Select trusted adults and professionals who can help promote health. Remarks/Examples Family members, educators, and environmentalists.</p>
<p><u>HE.2.B.4.1:</u></p>	<p>Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health. Remarks/Examples Sharing feelings, following rules and directions, and waiting your turn to speak.</p>
<p><u>HE.2.B.4.3:</u></p>	<p>Demonstrate ways to respond to unwanted, threatening, or dangerous situations. Remarks/Examples Role playing: “How to tell a trusted adult or how to leave a dangerous situation safely.”</p>
<p><u>HE.2.B.5.1:</u></p>	<p>Differentiate between situations when a health-related decision</p>

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	<p>can be made individually or when assistance is needed.</p> <p>Remarks/Examples</p> <p>When you think your friend is in trouble and food choices.</p>
<p><u>LAFS.2.L.1.1:</u></p>	<p>LACC.2.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound 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>). <p>LAFS.2.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate legible printing skills. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound 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>).

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<p><u>LAFS.2.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p><u>LAFS.2.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Compare formal and informal uses of English.
<p><u>LAFS.2.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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<p><u>LAFS.2.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
<p><u>LAFS.2.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
<p><u>LAFS.2.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
<p><u>LAFS.2.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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<u>LAFS.2.RI.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
<u>LAFS.2.RI.1.2:</u>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<u>LAFS.2.RI.1.3:</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>LAFS.2.RI.2.4:</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>LAFS.2.RI.2.5:</u>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<u>LAFS.2.RI.2.6:</u>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<u>LAFS.2.RI.3.7:</u>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<u>LAFS.2.RI.3.8:</u>	LACC.2.RI.3.8 (2013-2014): Describe how reasons support specific points the author makes in a text. LAFS.2.RI.3.8 (2014-2015): Describe how an author uses reasons to support specific points in a text.
<u>LAFS.2.RI.3.9:</u>	Compare and contrast the most important points presented by two texts on the same topic.
<u>LAFS.2.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.2.RL.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
<u>LAFS.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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<u>LAFS.2.RL.1.3:</u>	Describe how characters in a story respond to major events and challenges.
<u>LAFS.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<u>LAFS.2.RL.2.5:</u>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<u>LAFS.2.RL.2.6:</u>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<u>LAFS.2.RL.3.7:</u>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<u>LAFS.2.RL.3.9:</u>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<u>LAFS.2.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.2.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<u>LAFS.2.SI.1.2:</u>	Recount or describe key ideas or details from a text read aloud or

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	information presented orally or through other media.
<u>LAFS.2.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>LAFS.2.SL.2.4:</u>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>LAFS.2.SL.2.5:</u>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<u>LAFS.2.SL.2.6:</u>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.) Remarks/Examples Note: The referenced “pages 26 and 27” in the standard descriptor is from the adopted standards document that can be found <u>here</u> .
<u>LAFS.2.W.1.1:</u>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<u>LAFS.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>LAFS.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<u>LAFS.2.W.2.5:</u>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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<u>LAFS.2.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>LAFS.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>SC.2.N.1.1:</u>	Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
<u>SC.2.N.1.3:</u>	Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others. Remarks/Examples * MAFS Connections: LAFS.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.
<u>SC.2.N.1.5:</u>	Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think). Remarks/Examples ** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically.
<u>SS.2.C.2.4:</u>	Identify ways citizens can make a positive contribution in their community. Remarks/Examples Examples are volunteering and recycling.
<u>SS.2.C.2.5:</u>	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
<u>SS.2.C.3.2:</u>	Recognize symbols, individuals, events, and documents that represent the United States. Remarks/Examples Examples are White House, Capitol, Supreme Court, Washington

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	Monument, Statue of Liberty, Ellis Island, Liberty Bell, Constitution.

RELATED GLOSSARY TERM DEFINITIONS (2)

Inference :	The act of reasoning from factual knowledge or evidence.
Observation :	What one has observed using senses or instruments.



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Course: Language Arts - Grade 1- 5010042

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3714>

BASIC INFORMATION

Course Number:	5010042
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Language Arts - Grade 1, Lang Arts - 1
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course Title:	Language Arts - Grade 1
Course Abbreviated Title:	Lang Arts - 1
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand

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	<p>and be able to do by the end of Grade 1. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</p>
<p>General Notes:</p>	<p>The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> <p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

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STANDARDS (52)

Reading Literature

Benchmark Notes: These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Benchmark Notes: These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Benchmark Notes: The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Writing


Benchmark Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Speaking & Listening

Benchmark Notes: The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of

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communication skills and applications.

Language

Benchmark Notes: The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<u>HE.1.B.3.1:</u>	Determine the meaning of warning labels and signs on hazardous products and places Remarks/Examples Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.
<u>HE.1.B.3.2:</u>	Identify trusted adults and professionals who can help promote health. Remarks/Examples Parent, teacher, coach, counselor, and school nurse.
<u>HE.1.B.4.1:</u>	Identify healthy ways to express needs, wants, and feelings. Remarks/Examples Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no."
<u>HE.1.B.4.2:</u>	Describe good listening skills to enhance health. Remarks/Examples Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.

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<u>HE.1.B.4.3:</u>	Describe ways to respond when in an unwanted, threatening, or dangerous situation. Remarks/Examples Leave, tell a trusted adult, and say “no.”
<u>HE.1.B.5.1:</u>	Describe situations when a health-related decision can be made individually or when assistance is needed. Remarks/Examples Crossing a street, choosing foods, washing hands, and participating in recreational water activities.
<u>LAFS.1.L.1.1:</u>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<u>LAFS.1.L.1.2:</u>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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	<ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p><u>LAFS.1.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<p><u>LAFS.1.RI.2.4:</u></p>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
<p><u>LAFS.1.L.3.5:</u></p>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and

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	<p>adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<u>LAFS.1.L.3.6:</u>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>
<u>LAFS.1.RF.1.1:</u>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<u>LAFS.1.RF.2.2:</u>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
<u>LAFS.1.RF.3.3:</u>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel

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	<p>sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>
<u>LAFS.1.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<u>LAFS.1.RI.1.1:</u>	Ask and answer questions about key details in a text.
<u>LAFS.1.RI.1.2:</u>	Identify the main topic and retell key details of a text.
<u>LAFS.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.1.RI.2.5:</u>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>LAFS.1.RI.2.6:</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<u>LAFS.1.RI.3.7:</u>	Use the illustrations and details in a text to describe its key ideas.
<u>LAFS.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LAFS.1.RI.3.9:</u>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LAFS.1.RI.4.10:</u>	With prompting and support, read informational texts appropriately complex for grade 1.

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<u>LAFS.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LAFS.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LAFS.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LAFS.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LAFS.1.RL.2.5:</u>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<u>LAFS.1.RL.2.6:</u>	Identify who is telling the story at various points in a text.
<u>LAFS.1.RL.3.7:</u>	Use illustrations and details in a story to describe its characters, setting, or events.
<u>LAFS.1.RL.3.9:</u>	Compare and contrast the adventures and experiences of characters in stories.
<u>LAFS.1.RL.4.10:</u>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
<u>LAFS.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not

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	understood.
LAFS.1.SL.2.4:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5:	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.SL.2.6:	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) Remarks/Examples Note: The referenced “page 26” in the standard descriptor is from the adopted standards document that can be found here .
LAFS.1.W.1.1:	Write 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.
LAFS.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LAFS.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LAFS.1.W.2.5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LAFS.1.W.2.6:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LAFS.1.W.3.7:	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LAFS.1.W.3.8:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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<p><u>SC.1.N.1.2:</u></p>	<p>Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. Remarks/Examples</p> <p>* MAFS Connections: LAFS.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>* Refer to MAFS.K12.MP.5: Use appropriate tools strategically.</p>
<p><u>SC.1.N.1.3:</u></p>	<p>Keep records as appropriate - such as pictorial and written records - of investigations conducted. Remarks/Examples</p> <p>* MAFS Connections: MAFS.1.MD.3.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
<p><u>SS.1.C.1.1:</u></p>	<p>Explain the purpose of rules and laws in the school and community. Remarks/Examples</p> <p>Examples are keeping order and ensuring safety.</p>
<p><u>SS.1.C.2.1:</u></p>	<p>Explain the rights and responsibilities students have in the school community. Remarks/Examples</p> <p>Examples are not littering, coming to school on time, and having a safe learning environment.</p>
<p><u>SS.1.C.3.2:</u></p>	<p>Recognize symbols and individuals that represent American constitutional democracy. Remarks/Examples</p> <p>Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington,</p>

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	Abraham Lincoln, and the current President.

RELATED GLOSSARY TERM DEFINITIONS (5)

Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Motion:	The act or process of changing position and/or direction.
Observation :	What one has observed using senses or instruments.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.
Weight:	The force with which a body is attracted to Earth or another celestial body, equal to the product of the object's mass and the acceleration of gravity.



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Course: Language Arts - Grade Kindergarten-5010041

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3712>

BASIC INFORMATION

Course Number:	5010041
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Language Arts - Grade Kindergarten, Lang Arts - K
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: General</p>
Course Title:	Language Arts - Grade Kindergarten
Course Abbreviated Title:	Lang Arts - K
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes

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Version Description:	This course description defines what students should understand and be able to do by the end of Grade K. The benchmarks are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	<p>The CCR anchor standards and grade-specific benchmarks are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> <p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

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STANDARDS (53)

Reading Literature

Benchmark Notes: These reading literature benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Benchmark Notes: These reading informational text benchmarks offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each succeeding year's grade specific benchmarks, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.


Reading Foundational Skills

Benchmark Notes: The reading foundational skills benchmarks are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention. The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications.

Writing

Benchmark Notes: Each year in their writing, students should demonstrate increasing

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sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year’s grade-specific writing benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Benchmark Notes: The following speaking and listening benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

Language


Benchmark Notes: The following language benchmarks offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year’s grade-specific benchmarks and retain or further develop skills and understandings mastered in preceding grades.

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

<u>HE.K.B.3.1:</u>	Recognize warning labels and signs on hazardous products and places. Remarks/Examples Poison symbol, universal symbol for "no," and crosswalk signals.
<u>HE.K.B.3.2:</u>	Recognize school and community health helpers. Remarks/Examples Fire, police, medical, and school personnel.
<u>HE.K.B.4.1:</u>	Recognize healthy ways to express needs, wants, and feelings. Remarks/Examples How to share objects and time, how to be an effective family

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	member, and how to use manners.
HE.K.B.4.2:	Demonstrate listening skills to enhance health. Remarks/Examples Using manners, asking questions, and looking at the speaker.
HE.K.B.4.3:	Identify the appropriate responses to unwanted and threatening situations. Remarks/Examples Tell a trusted adult, police officer, and/or parent; seek safety and run for help.
HE.K.B.5.1:	Name situations when a health-related decision can be made individually or when assistance is needed. Remarks/Examples Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene.
LAFS.K.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
LAFS.K.L.1.2:	Demonstrate command of the conventions of standard English

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	<p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p><u>LAFS.K.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.
<p><u>LAFS.K.L.3.5:</u></p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.
<p><u>LAFS.K.L.3.6:</u></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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<p><u>LAFS.K.RF.1.1:</u></p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet.
<p><u>LAFS.K.RF.2.2:</u></p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<p><u>LAFS.K.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying

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	the sounds of the letters that differ.
<u>LAFS.K.RF.4.4:</u>	Read emergent-reader texts with purpose and understanding.
<u>LAFS.K.RI.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RI.1.2:</u>	With prompting and support, identify the main topic and retell key details of a text.
<u>LAFS.K.RI.1.3:</u>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.K.RI.2.4:</u>	With prompting and support, ask and answer questions about unknown words in a text.
<u>LAFS.K.RI.2.5:</u>	Identify the front cover, back cover, and title page of a book.
<u>LAFS.K.RI.2.6:</u>	LACC.K.RI.2.6 (2013-2014): Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. LAFS.K.RI.2.6 (2014-2015): With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
<u>LAFS.K.RI.3.7:</u>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
<u>LAFS.K.RI.3.8:</u>	With prompting and support, identify the reasons an author gives to support points in a text.
<u>LAFS.K.RI.3.9:</u>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<u>LAFS.K.RI.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.RL.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.

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<u>LAFS.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LAFS.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>LAFS.K.RL.2.4:</u>	LACC.K.RL.2.4 (2013-2014): Ask and answer questions about unknown words in a text. LAFS.K.RL.2.4 (2014-2015): With prompting and support, ask and answer questions about unknown words in a text.
<u>LAFS.K.RL.2.5:</u>	Recognize common types of texts (e.g., storybooks, poems).
<u>LAFS.K.RL.2.6:</u>	LACC.K.RL.2.6 (2013-2014): With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. LAFS.K.RL.2.6 (2014-2015): With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.
<u>LAFS.K.RL.3.7:</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<u>LAFS.K.RL.3.9:</u>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<u>LAFS.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).


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	b. Continue a conversation through multiple exchanges.
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.4:</u>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<u>LAFS.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LAFS.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>LAFS.K.W.1.1:</u>	Use a combination of drawing, dictating, and writing to 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., My favorite book is...).
<u>LAFS.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LAFS.K.W.1.3:</u>	Use a combination of drawing, dictating, and writing to 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.
<u>LAFS.K.W.2.5:</u>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<u>LAFS.K.W.2.6:</u>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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<u>LAFS.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>SC.K.L.14.2:</u>	Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
<u>SC.K.N.1.1:</u>	Collaborate with a partner to collect information. Remarks/Examples MAFS Connections: LAFS.KS.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<u>SC.K.N.1.3:</u>	Keep records as appropriate -- such as pictorial records -- of investigations conducted.
<u>SS.K.C.1.2:</u>	Explain the purpose and necessity of rules and laws at home, school, and community. Remarks/Examples Examples are attending school and wearing a seat belt.
<u>SS.K.C.2.1:</u>	Demonstrate the characteristics of being a good citizen. Remarks/Examples Examples are taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, and participating in classroom decision making.
<u>SS.K.C.2.2:</u>	Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

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RELATED GLOSSARY TERM DEFINITIONS (1)

Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
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	presented in two texts on the same topic.
<u>LAFS.3.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LAFS.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<u>LAFS.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LAFS.3.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>LAFS.3.RL.2.5:</u>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<u>LAFS.3.RL.2.6:</u>	Distinguish their own point of view from that of the narrator or those of the characters.
<u>LAFS.3.RL.3.7:</u>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<u>LAFS.3.RL.3.9:</u>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<u>LAFS.3.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
<u>LAFS.3.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others’ ideas and expressing their own clearly.


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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LAFS.3.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<u>LAFS.3.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<u>LAFS.3.W.1.2:</u>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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	<ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<p><u>LAFS.3.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
<p><u>LAFS.3.W.3.7:</u></p>	<p>Conduct short research projects that build knowledge about a topic.</p>
<p><u>LAFS.3.W.3.8:</u></p>	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p><u>LAFS.4.L.1.1g:</u></p>	<p>Correctly use frequently confused words (e.g., to, too, two; there, their).</p>
<p><u>LAFS.4.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal

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	discourse is appropriate (e.g., small-group discussion).
<u>LAFS.4.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<u>LAFS.4.L.3.5:</u>	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<u>LAFS.4.L.3.6:</u>	<p>LACC.4.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>LAFS.4.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in</p>


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	grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
<u>LAFS.4.RF.3.3:</u>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
<u>LAFS.4.RF.4.4:</u>	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.4.RI.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.4.RI.1.2:</u>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>LAFS.4.RI.1.3:</u>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LAFS.4.RI.2.5:</u>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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<u>LAFS.4.RI.2.6:</u>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<u>LAFS.4.RI.3.7:</u>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<u>LAFS.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LAFS.4.RI.3.9:</u>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LAFS.4.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LAFS.4.RL.1.3:</u>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<u>LAFS.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<u>LAFS.4.RL.2.5:</u>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<u>LAFS.4.RL.2.6:</u>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>LAFS.4.RI.3.7:</u>	Make connections between the text of a story or drama and a

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	visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<u>LAFS.4.RL.3.9:</u>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<u>LAFS.4.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.4.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LAFS.4.W.1.1:</u>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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	<ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LAFS.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LAFS.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events.

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	<ul style="list-style-type: none"> d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<u>LAFS.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>LAFS.4.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>LAFS.4.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<u>LAFS.5.L.2.3:</u>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
<u>LAFS.5.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or

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Course: Functional Basic Skills in Communications-Elementary- 5010030

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3086>

BASIC INFORMATION

Course Number:	5010030
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Functional Basic Skills in Communications-Elementary, FNC BAS SKLS COMMS E
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Language Arts</p> <p>SubSubject: General</p>
Course Title:	Functional Basic Skills in Communications-Elementary
Course Abbreviated Title:	FNC BAS SKLS COMMS E
Course length:	Year (Y)
Status:	State Board Approved
Version Description:	This course may be composed of a multilevel classroom with learners from diverse backgrounds at varying proficiency levels using a standards-based curriculum. This course supports students who are struggling to write or communicate orally with

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	<p>others. Each student's curriculum should be defined using the most appropriate standards from those listed below to meet the individual's needs.</p>
<p>General Notes:</p>	<p>Special Notes:</p> <p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

STANDARDS (180)

<p><u>LAFS.K.L.1.1:</u></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
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	<ul style="list-style-type: none"> e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
<p><u>LAFS.K.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p><u>LAFS.K.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
<p><u>LAFS.K.L.3.5:</u></p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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	d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
<u>LAFS.K.L.3.6:</u>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
<u>LAFS.K.RI.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RI.1.2:</u>	With prompting and support, identify the main topic and retell key details of a text.
<u>LAFS.K.RI.1.3:</u>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.K.RI.2.4:</u>	With prompting and support, ask and answer questions about unknown words in a text.
<u>LAFS.K.RI.3.8:</u>	With prompting and support, identify the reasons an author gives to support points in a text.
<u>LAFS.K.RL.1.1:</u>	With prompting and support, ask and answer questions about key details in a text.
<u>LAFS.K.RL.1.2:</u>	With prompting and support, retell familiar stories, including key details.
<u>LAFS.K.RL.1.3:</u>	With prompting and support, identify characters, settings, and major events in a story.
<u>LAFS.K.RL.2.4:</u>	LACC.K.RL.2.4 (2013-2014): Ask and answer questions about unknown words in a text. LAFS.K.RL.2.4 (2014-2015): With prompting and support, ask and answer questions about unknown words in a text.
<u>LAFS.K.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to

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	<p>others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.SL.2.4:</u>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<u>LAFS.K.SL.2.5:</u>	Add drawings or other visual displays to descriptions as desired to provide additional detail.
<u>LAFS.K.SL.2.6:</u>	Speak audibly and express thoughts, feelings, and ideas clearly.
<u>LAFS.K.W.1.1:</u>	Use a combination of drawing, dictating, and writing to 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., My favorite book is...).
<u>LAFS.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>LAFS.K.W.1.3:</u>	Use a combination of drawing, dictating, and writing to 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.
<u>LAFS.K.W.2.5:</u>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<u>LAFS.K.W.2.6:</u>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.K.W.3.7:</u>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about

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	them).
<u>LAFS.K.W.3.8:</u>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.1.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<u>LAFS.1.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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<u>LAFS.1.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<u>LAFS.1.L.3.5:</u>	<p>With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are cozy). Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<u>LAFS.1.L.3.6:</u>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>
<u>LAFS.1.RF.3.3g:</u>	<p>Recognize and read grade-appropriate irregularly spelled words.</p>
<u>LAFS.1.RI.1.1:</u>	<p>Ask and answer questions about key details in a text.</p>
<u>LAFS.1.RI.1.2:</u>	<p>Identify the main topic and retell key details of a text.</p>

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<u>LAFS.1.RI.1.3:</u>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<u>LAFS.1.RI.2.4:</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<u>LAFS.1.RI.3.8:</u>	Identify the reasons an author gives to support points in a text.
<u>LAFS.1.RL.1.1:</u>	Ask and answer questions about key details in a text.
<u>LAFS.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>LAFS.1.RL.1.3:</u>	Describe characters, settings, and major events in a story, using key details.
<u>LAFS.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LAFS.1.SL.1.1:</u>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>LAFS.1.SL.2.4:</u>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>LAFS.1.SL.2.5:</u>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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<p><u>LAFS.1.SL.2.6:</u></p>	<p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) Remarks/Examples</p> <p>Note: The referenced “page 26” in the standard descriptor is from the adopted standards document that can be found here.</p>
<p><u>LAFS.1.W.1.1:</u></p>	<p>Write 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><u>LAFS.1.W.1.2:</u></p>	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<p><u>LAFS.1.W.1.3:</u></p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
<p><u>LAFS.1.W.2.5:</u></p>	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p><u>LAFS.1.W.2.6:</u></p>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><u>LAFS.1.W.3.7:</u></p>	<p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>
<p><u>LAFS.1.W.3.8:</u></p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><u>LAFS.2.L.1.1:</u></p>	<p>LACC.2.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

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	<ul style="list-style-type: none"> c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound 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>). <p>LAFS.2.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate legible printing skills. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound 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>).
<p><u>LAFS.2.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning

	dictionaries, as needed to check and correct spellings.
<u>LAFS.2.L.2.3:</u>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.2.L.3.4:</u>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<u>LAFS.2.L.3.5:</u>	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives

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	(e.g., <i>thin, slender, skinny, scrawny</i>).
<u>LAFS.2.L.3.6:</u>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
<u>LAFS.2.RF.4.4c:</u>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>LAFS.2.RI.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
<u>LAFS.2.RI.1.2:</u>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<u>LAFS.2.RI.1.3:</u>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<u>LAFS.2.RI.2.4:</u>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
<u>LAFS.2.RI.3.8:</u>	LACC.2.RI.3.8 (2013-2014): Describe how reasons support specific points the author makes in a text. LAFS.2.RI.3.8 (2014-2015): Describe how an author uses reasons to support specific points in a text.
<u>LAFS.2.RL.1.1:</u>	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
<u>LAFS.2.RL.1.2:</u>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<u>LAFS.2.RL.1.3:</u>	Describe how characters in a story respond to major events and challenges.
<u>LAFS.2.RL.2.4:</u>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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<p><u>LAFS.2.SL.1.1:</u></p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow 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). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
<p><u>LAFS.2.SL.1.2:</u></p>	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p><u>LAFS.2.SL.1.3:</u></p>	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p><u>LAFS.2.SL.2.4:</u></p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p><u>LAFS.2.SL.2.5:</u></p>	<p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p><u>LAFS.2.SL.2.6:</u></p>	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 26 and 27” in the standard descriptor is from the adopted standards document that can be found here.</p>
<p><u>LAFS.2.W.1.1:</u></p>	<p>Write opinion pieces in which they introduce the topic or book</p>

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	they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
<u>LAFS.2.W.1.2:</u>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>LAFS.2.W.1.3:</u>	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<u>LAFS.2.W.2.5:</u>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<u>LAFS.2.W.2.6:</u>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>LAFS.2.W.3.7:</u>	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>LAFS.2.W.3.8:</u>	Recall information from experiences or gather information from provided sources to answer a question.
<u>LAFS.3.L.1.1:</u>	<p>LACC.3.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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	<ul style="list-style-type: none"> h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. <p>LAFS.3.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood, friendship, courage). e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences.
<u>LAFS.3.L.1.1g:</u>	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<u>LAFS.3.L.1.1h:</u>	Use coordinating and subordinating conjunctions.
<u>LAFS.3.L.1.1i:</u>	Produce simple, compound, and complex sentences.
<u>LAFS.3.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,

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	<p><i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use 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>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p><u>LAFS.3.L.1.2g:</u></p>	<p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<p><u>LAFS.3.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>
<p><u>LAFS.3.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p><u>LAFS.3.L.3.5:</u></p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>

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	<ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<u>LAFS.3.L.3.6:</u>	<p>LACC.3.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>LAFS.3.L.3.6 (2014-2015): Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<u>LAFS.3.RI.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RI.1.2:</u>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<u>LAFS.3.RI.1.3:</u>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.RI.3.8:</u>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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<u>LAFS.3.RL.1.1:</u>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<u>LAFS.3.RL.1.2:</u>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<u>LAFS.3.RL.1.3:</u>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<u>LAFS.3.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<u>LAFS.3.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LAFS.3.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking

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	clearly at an understandable pace.
<u>LAFS.3.SL.2.5:</u>	<p>LACC.3.SL.2.5 (2013-2014): Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>LAFS.3.SL.2.5 (2014-2015): Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p>
<u>LAFS.3.SL.2.6:</u>	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.3.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
<u>LAFS.3.W.1.2:</u>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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	<ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<p><u>LAFS.3.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
<p><u>LAFS.3.W.2.4:</u></p>	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LAFS.3.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>

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<u>LAFS.3.W.2.6:</u>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
<u>LAFS.3.W.3.7:</u>	Conduct short research projects that build knowledge about a topic.
<u>LAFS.3.W.3.8:</u>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>LAFS.3.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>LAFS.4.L.3.5:</u>	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<u>LAFS.4.L.1.1:</u>	<p>LACC.4.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). e. Form and use prepositional phrases.

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	<p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>LAFS.4.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Demonstrate legible cursive writing skills.</p> <p>b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).</p> <p>f. Form and use prepositional phrases.</p> <p>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>
<p><u>LAFS.4.L.1.1g:</u></p>	<p>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>
<p><u>LAFS.4.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>

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<p><u>LAFS.4.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<p><u>LAFS.4.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LAFS.4.L.3.6:</u></p>	<p>LACC.4.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>LAFS.4.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>


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<u>LAFS.4.RI.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.4.RI.1.2:</u>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>LAFS.4.RI.1.3:</u>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LAFS.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LAFS.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LAFS.4.RL.1.3:</u>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<u>LAFS.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
<u>LAFS.4.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LAFS.4.SL.1.2:	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.2.4:	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.5:	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LAFS.4.SL.2.6:	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.4.W.1.1:	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented.

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<p><u>LAFS.4.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LAFS.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LAFS.4.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in</p>

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	standards 1–3 above.)
LAFS.4.W.2.5:	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
LAFS.4.W.2.6:	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LAFS.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8:	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.4.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LAFS.4.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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LAFS.5.L.1.1:

LACC.5.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

LAFS.5.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Demonstrate fluent and legible cursive writing skills.
- b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- c. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- d. Use verb tense to convey various times, sequences, states, and conditions.
- e. Recognize and correct inappropriate shifts in verb tense.
- f. Use correlative conjunctions (e.g., *either/or, neither/nor*).

LAFS.5.L.1.2:

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

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct

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	<p>address (e.g., <i>Is that you, Steve?</i>).</p> <ul style="list-style-type: none"> d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>LAFS.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.
<p><u>LAFS.5.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LAFS.5.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.


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	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<u>LAFS.5.RI.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.5.RI.1.2:</u>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<u>LAFS.5.RI.1.3:</u>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<u>LAFS.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LAFS.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LAFS.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.5.RL.1.2:</u>	Determine 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; summarize the text.
<u>LAFS.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LAFS.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LAFS.5.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.

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	<ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LAFS.5.SL.2.4:</u>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LAFS.5.SL.2.5:</u>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.5.SL.2.6:</u>	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
<u>LAFS.5.W.1.1:</u>	Write opinion pieces on topics or texts, supporting a point of view


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	<p>with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<p><u>LAFS.5.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LAFS.5.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description,

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	<p>and pacing, to develop experiences and events or show the responses of characters to situations.</p> <ul style="list-style-type: none"> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<u>LAFS.5.W.2.4:</u>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LAFS.5.W.2.5:</u>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.5.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<u>LAFS.5.W.3.7:</u>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<u>LAFS.5.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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<p><u>LAFS.5.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<p><u>LAFS.5.W.4.10:</u></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>



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	<p>phrase.</p> <ul style="list-style-type: none"> b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LAFS.5.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p><u>LAFS.5.L.3.6:</u></p>	<p>LACC.5.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>LAFS.5.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<p><u>LAFS.5.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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	<p>a. Use 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.</p>
<u>LAFS.5.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<u>LAFS.5.RI.1.1:</u>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<u>LAFS.5.RI.1.2:</u>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<u>LAFS.5.RI.1.3:</u>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<u>LAFS.5.RI.2.4:</u>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>
<u>LAFS.5.RI.2.5:</u>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<u>LAFS.5.RI.2.6:</u>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
<u>LAFS.5.RI.3.7:</u>	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>

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<u>LAFS.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LAFS.5.RI.3.9:</u>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LAFS.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LAFS.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.5.RL.1.2:</u>	Determine 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; summarize the text.
<u>LAFS.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LAFS.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LAFS.5.RL.2.5:</u>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<u>LAFS.5.RL.2.6:</u>	Describe how a narrator’s or speaker’s point of view influences how events are described.
<u>LAFS.5.RL.3.7:</u>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<u>LAFS.5.RL.3.9:</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<u>LAFS.5.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5

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	text complexity band independently and proficiently.
<u>LAFS.5.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LAFS.5.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

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<p><u>LAFS.5.W.1.2:</u></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LAFS.5.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LAFS.5.W.3.7:</u></p>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

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<p><u>LAFS.5.W.3.8:</u></p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p><u>LAFS.5.W.3.9:</u></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).



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Course: Language Arts - Grade 4- 5010045

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3793>

BASIC INFORMATION

Course Number:	5010045
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Language Arts - Grade 4, Lang Arts - Grade
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course Title:	Language Arts - Grade 4
Course Abbreviated Title:	Lang Arts - Grade
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes

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Version Description:	This course description defines what students should understand and be able to do by the end of Grade 4. The standards are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.
General Notes:	<p>The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

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STANDARDS (61)

Reading Literature

Standard Notes: These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Informational Text

Standard Notes: These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

Reading Foundational Skills

Standard Notes: The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Special Note: Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Writing


Standard Notes: Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening

Standard Notes: The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.

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Language

Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The following standards may be re-addressed at a higher grade level: LAFS.4.L.1.1f, LAFS.4.L.1.1g, LAFS.4.L.2.3a, LAFS.4.L.2.3b*


Blended Curriculum: *The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the MAFS.*

Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

HE.4.B.3.1:	Describe characteristics of valid health information, products, and services. Remarks/Examples Professional certification, components of proper labeling, complete directions for use, source, and date.
HE.4.B.3.2:	Construct criteria for selecting health resources, products, services, and reputable technologies. Remarks/Examples Asking if health resources are safe, affordable, and available.
HE.4.B.4.1:	Explain effective verbal and nonverbal communication skills to

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	<p>enhance health.</p> <p>Remarks/Examples</p> <p>Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities.</p>
HE.4.B.4.2:	<p>Identify refusal skills and negotiation skills that avoid or reduce health risks.</p> <p>Remarks/Examples</p> <p>Expressing feelings, offering alternatives, and reporting danger.</p>
HE.4.B.4.3:	<p>Discuss nonviolent strategies to manage or resolve conflict.</p> <p>Remarks/Examples</p> <p>Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.</p>
HE.4.B.4.4:	<p>Demonstrate ways to ask for assistance to enhance personal health.</p> <p>Remarks/Examples</p> <p>Verbalize, write, text, email, and draw.</p>
HE.4.B.5.1:	<p>Identify circumstances that can help or hinder healthy decision making.</p> <p>Remarks/Examples</p> <p>Lack of knowledge, lack of support, and cultural norms.</p>
HE.4.C.1.3:	<p>Describe ways a safe, healthy school environment can promote personal health.</p> <p>Remarks/Examples</p> <p>Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.</p>
HE.4.C.2.5:	<p>Explain how media influences personal thoughts, feelings, and</p>

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	<p>health behaviors.</p> <p>Remarks/Examples</p> <p>Insidious marketing/product placement, branding, and anti-drug campaigns.</p>
<u>LA.4.1.7.4:</u>	The student will identify cause-and-effect relationships in text;
<u>LA.4.1.7.5:</u>	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
<u>LA.4.2.2.1:</u>	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
<u>LAFS.4.L.3.5:</u>	<p>Demonstrate understanding of word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.4.SL.2.4:</u>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LAFS.4.SL.2.5:</u>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.4.L.1.1:</u>	LACC.4.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing

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	<p>or speaking.</p> <ol style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <p>LAFS.4.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Demonstrate legible cursive writing skills. b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
LAFS.4.L.1.1	Demonstrate command of the conventions of standard English

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	<p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>LAFS.4.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<p><u>LAFS.4.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LAFS.4.L.3.6:</u></p>	<p>LACC.4.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>

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	<p>phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>LAFS.4.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<p><u>LAFS.4.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.</p>
<p><u>LAFS.4.RF.4.4:</u></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p><u>LAFS.4.RI.1.1:</u></p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p><u>LAFS.4.RI.1.2:</u></p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>
<p><u>LAFS.4.RI.1.3:</u></p>	<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,</p>

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	based on specific information in the text.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LAFS.4.RI.2.5:</u>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<u>LAFS.4.RI.2.6:</u>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<u>LAFS.4.RI.3.7:</u>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<u>LAFS.4.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text.
<u>LAFS.4.RI.3.9:</u>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LAFS.4.RI.4.10:</u>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.4.RL.1.1:</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.4.RL.1.2:</u>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<u>LAFS.4.RL.1.3:</u>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
<u>LAFS.4.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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<u>LAFS.4.RL.2.5:</u>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<u>LAFS.4.RL.2.6:</u>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>LAFS.4.RL.3.7:</u>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<u>LAFS.4.RL.3.9:</u>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<u>LAFS.4.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>LAFS.4.SL.1.1:</u>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 <i>topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.2.6:</u>	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.4.W.1.1:</u>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
<u>LAFS.4.W.1.2:</u>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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	<ul style="list-style-type: none"> c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>LAFS.4.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
<p><u>LAFS.4.W.2.4:</u></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<p><u>LAFS.4.W.2.5:</u></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>

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<u>LAFS.4.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<u>LAFS.4.W.3.7:</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<u>LAFS.4.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>LAFS.4.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<u>LAFS.4.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SC.4.N.1.3:</u>	Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.
<u>SC.4.N.1.4:</u>	<p>Attempt reasonable answers to scientific questions and cite evidence in support.</p> <p>Remarks/Examples</p> <p>* LAFS Connections: LAFS.4.W.3.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and</p>

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	<p>provide a list of sources. LAFS.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>** MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.</p>
<u>SC.4.N.1.5:</u>	<p>Compare the methods and results of investigations done by other classmates.</p> <p>Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.6: Attend to precision.</p>
<u>SC.4.N.1.6:</u>	<p>Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.</p> <p>Remarks/Examples</p> <p>** MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.</p>
<u>SS.4.C.1.1:</u>	<p>Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.</p>
<u>SS.4.C.2.3:</u>	<p>Explain the importance of public service, voting, and volunteerism.</p>

RELATED GLOSSARY TERM DEFINITIONS (6)

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Inference :	The act of reasoning from factual knowledge or evidence.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.
Observation :	What one has observed using senses or instruments.
Reflection :	The bouncing off or turning back of light, sound, or heat from a surface.
Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.
Sense:	Any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium.




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	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<u>LAFS.5.W.2.4:</u>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<u>LAFS.5.W.2.5:</u>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found <u>here</u>.</p>
<u>LAFS.5.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<u>LAFS.5.W.3.7:</u>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<u>LAFS.5.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<u>LAFS.5.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g.,</p>

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	<p>“Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
<p><u>LAFS.5.W.4.10:</u></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>




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Course: Language Arts - Grade 5- 5010046

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3794>

BASIC INFORMATION

Course Number:	5010046
Grade Levels:	K,1,2,3,4,5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Language Arts, General, Language Arts - Grade 5, Lang Arts - 5
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Language Arts SubSubject: General
Course Title:	Language Arts - Grade 5
Course Abbreviated Title:	Lang Arts - 5
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Course Size?	Yes
Version Description:	This course description defines what students should understand

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	<p>and be able to do by the end of Grade 5. The standards are related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards. These may be accessed in the General Information section of this course description under Additional Information.</p>
<p>General Notes:</p>	<p>The CCR anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate at each grade level. Students advancing through the grades are expected to meet each succeeding year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR anchor standards.</p> <p>Special Notes:</p> <p>Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).

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STANDARDS (62)

Reading Literature

Standard Notes: *These reading literature standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Reading Informational Text

Standard Notes: *These reading informational text standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Teachers are encouraged to utilize science and social studies content text to provide instruction in reading informational text. Rigor is also infused through the requirement that students read increasingly complex texts through the grades.*

Reading Foundational Skills

Standard Notes: *The reading foundational skills standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.*


Special Note: *Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

Writing

Standard Notes: *Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each succeeding year's grade-specific writing standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening

Standard Notes: *The following speaking and listening standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of communication skills and applications.*

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Language

Standard Notes: *The following language standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of language skills and applications. Students advancing through the grades are expected to meet each succeeding year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The following standards may be addressed at higher grades: LAFS.5.L.1.1d, LAFS.5.L.1.2a.*


Additional Requirements:

The following Common Core State Standards for the Mathematical Practices (MP) are applicable to all content areas.

- Make sense of problems and persevere in solving them. (MP 1)
- Construct viable arguments and critique the reasoning of others. (MP 3)
- Attend to precision. (MP 6)

Blended Curriculum: The Common Core State Standards are designed to lead all children toward college and career readiness. To enhance clarity in Florida's transition to the Common Core State Standards, the following three Next Generation Sunshine State Standards are part of a blended curriculum design to be used during the 2013- 2014 school year. These three standards are implicitly interwoven into several of the Common Core State Standards; however, due to this rigorous, deeply embedded design, each one is explicitly listed here to ensure their inclusion in the English language arts curriculum for the 2013- 2014 school year. All other FCAT- assessed NGSS standards are clearly taught in the MAFS.


<u>HE.5.B.3.1:</u>	Discuss characteristics of valid health information, products, and services. Remarks/Examples Reliable source, current information, and medically accurate information.
<u>HE.5.B.3.2:</u>	Evaluate criteria for selecting health resources, products, and services. Remarks/Examples Function, directions for use, competence of the provider, and costs.

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<p><u>HE.5.B.4.1:</u></p>	<p>Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. Remarks/Examples</p> <p>Written or verbal communication, body language, and conflict-resolution skills.</p>
<p><u>HE.5.B.4.2:</u></p>	<p>Discuss refusal skills and negotiation skills that avoid or reduce health risks. Remarks/Examples</p> <p>States desires clearly, offer alternative, use “I” messages, and role play.</p>
<p><u>HE.5.B.4.3:</u></p>	<p>Illustrate effective conflict resolution strategies. Remarks/Examples</p> <p>Expressing emotions, listening, and using body language.</p>
<p><u>HE.5.B.4.4:</u></p>	<p>Determine ways to ask for assistance to enhance the health of self and others. Remarks/Examples</p> <p>Verbalize, write, and draw.</p>
<p><u>HE.5.B.5.1:</u></p>	<p>Describe circumstances that can help or hinder healthy decision making. Remarks/Examples</p> <p>Peer pressure, bullying, substance abuse, and stress.</p>
<p><u>HE.5.C.1.3:</u></p>	<p>Explain ways a safe, healthy home and school environment promote personal health. Remarks/Examples</p> <p>Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>
<p><u>HE.5.C.2.5:</u></p>	<p>Determine how media influences family health behaviors and the selection of health information, products, and services.</p>

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	<p>Remarks/Examples</p> <p>Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>
LA.5.1.7.4:	The student will identify cause-and-effect relationships in text;
LA.5.1.7.5:	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
LA.5.2.2.1:	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);
LAFS.5.L.1.1:	<p>LACC.5.L.1.1 (2013-2014): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). <p>LAFS.5.L.1.1 (2014-2015): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Demonstrate fluent and legible cursive writing skills. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences,

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	<p>states, and conditions.</p> <p>e. Recognize and correct inappropriate shifts in verb tense.</p> <p>f. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>
<p><u>LAFS.5.L.1.2:</u></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
<p><u>LAFS.5.L.2.3:</u></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</p>
<p><u>LAFS.5.L.3.4:</u></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>

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	<ul style="list-style-type: none"> b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<p><u>LAFS.5.L.3.5:</u></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
<p><u>LAFS.5.L.3.6:</u></p>	<p>LACC.5.L.3.6 (2013-2014): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>LAFS.5.L.3.6 (2014-2015): Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<p><u>LAFS.5.RF.3.3:</u></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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	<p>a. Use 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.</p>
<u>LAFS.5.RF.4.4:</u>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<u>LAFS.5.RI.1.1:</u>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<u>LAFS.5.RI.1.2:</u>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<u>LAFS.5.RI.1.3:</u>	<p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<u>LAFS.5.RI.2.4:</u>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>
<u>LAFS.5.RI.2.5:</u>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<u>LAFS.5.RI.2.6:</u>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>

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<u>LAFS.5.RI.3.7:</u>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<u>LAFS.5.RI.3.8:</u>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<u>LAFS.5.RI.3.9:</u>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<u>LAFS.5.RI.4.10:</u>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LAFS.5.RL.1.1:</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<u>LAFS.5.RL.1.2:</u>	Determine 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; summarize the text.
<u>LAFS.5.RL.1.3:</u>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<u>LAFS.5.RL.2.4:</u>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<u>LAFS.5.RL.2.5:</u>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<u>LAFS.5.RL.2.6:</u>	Describe how a narrator’s or speaker’s point of view influences how events are described.
<u>LAFS.5.RL.3.7:</u>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
<u>LAFS.5.RL.3.9:</u>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and

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	topics.
<u>LAFS.5.RL.4.10:</u>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
<u>LAFS.5.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LAFS.5.SL.2.4:</u>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>LAFS.5.SL.2.5:</u>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<u>LAFS.5.SL.2.6:</u>	Adapt speech to a variety of contexts and tasks, using formal

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	<p>English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>
<p>LAFS.5.W.1.1:</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
<p>LAFS.5.W.1.2:</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the

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	information or explanation presented.
LAFS.5.W.1.3:	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.
LAFS.5.W.2.4:	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.5.W.2.5:	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p> <p>Remarks/Examples</p> <p>Note: The referenced “pages 28 and 29” in the standard descriptor is from the adopted standards document that can be found here.</p>

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<u>LAFS.5.W.2.6:</u>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<u>LAFS.5.W.3.7:</u>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<u>LAFS.5.W.3.8:</u>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<u>LAFS.5.W.3.9:</u>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<u>LAFS.5.W.4.10:</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>SC.5.N.1.3:</u>	Recognize and explain the need for repeated experimental trials. Remarks/Examples MAFS Connections: MAFS.K12.MP.5: Use appropriate tools strategically; and, MAFS.K12.MP.6: Attend to precision.
<u>SC.5.N.1.4:</u>	Identify a control group and explain its importance in an experiment. Remarks/Examples

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	MAFS Connections: MAFS.K12.MP.6: Attend to precision.
<u>SC.5.N.1.5:</u>	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method." Remarks/Examples MAFS Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them; and, MAFS.K12.MP.2: Reason abstractly and quantitatively.
<u>SC.5.N.1.6:</u>	Recognize and explain the difference between personal opinion/interpretation and verified observation.
<u>SS.5.C.1.1:</u>	Explain how and why the United States government was created.
<u>SS.5.C.1.3:</u>	Explain the definition and origin of rights. Remarks/Examples Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.
<u>SS.5.C.1.5:</u>	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

RELATED GLOSSARY TERM DEFINITIONS (4)

Experiment:	A procedure that is carried out and repeated under controlled conditions in order to discover, demonstrate, or test a hypothesis.
Investigation :	A systematic process that uses various types of data and logic and reasoning to better understand something or answer a question.

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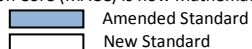
Course: Mathematics - Grade Kindergarten-5012020

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/3634>

BASIC INFORMATION

Course Number:	5012020
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Mathematics, General Mathematics, General, Math, Mathematics - Grade Kindergarten, MATH GRADE K
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Mathematics</p> <p>SubSubject: General Mathematics</p>
Course Title:	Mathematics - Grade Kindergarten
Course Abbreviated Title:	MATH GRADE K
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending

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STANDARDS (36)

MAFS.K

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.



(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$.

(Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.



<u>LAFS.K.SL.1.1:</u>	Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.K.W.1.2:</u>	Use a combination of drawing, dictating, and writing to compose

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
	informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<u>MAFS.K.CC.1.1:</u>	Count to 100 by ones and by tens.
<u>MAFS.K.CC.1.2:</u>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
<u>MAFS.K.CC.1.3:</u>	<p>MACC.K.CC.1.3 (2013-2014): Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>MAFS.K.CC.1.3 (2014-2015): Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p>
<u>MAFS.K.CC.2.4:</u>	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger.
<u>MAFS.K.CC.2.5:</u>	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
<u>MAFS.K.CC.3.6:</u>	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
<u>MAFS.K.CC.3.7:</u>	Compare two numbers between 1 and 10 presented as written numerals.

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<u>MAFS.K.G.1.1:</u>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
<u>MAFS.K.G.1.2:</u>	Correctly name shapes regardless of their orientations or overall size.
<u>MAFS.K.G.1.3:</u>	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
<u>MAFS.K.G.2.4:</u>	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
<u>MAFS.K.G.2.5:</u>	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
<u>MAFS.K.G.2.6:</u>	Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>
<u>MAFS.K.MD.1.a:</u>	(new in 2014-2015) Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>
<u>MAFS.K.MD.1.1:</u>	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
<u>MAFS.K.MD.1.2:</u>	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
<u>MAFS.K.MD.2.3:</u>	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<u>MAFS.K.NBT.1.1:</u>	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and

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	record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
<u>MAFS.K.OA.1.a:</u>	(new in 2014-2015) Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)
<u>MAFS.K.OA.1.1:</u>	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
<u>MAFS.K.OA.1.2:</u>	<p>MACC.K.OA.1.2 (2013-2014): Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>MAFS.K.OA.1.2 (2014-2015): Solve addition and subtraction word problems¹, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (¹Students are not required to independently read the word problems.)</p>
<u>MAFS.K.OA.1.4:</u>	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
<u>MAFS.K.OA.1.5:</u>	Fluently add and subtract within 5.
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their</p>

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	<p>graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p>MAFS.K12.MP.2.1:</p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p>MAFS.K12.MP.3.1:</p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and</p>



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	<p>respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MAFS.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p>



	<p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p>MAFS.K12.MP.6.1:</p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p>MAFS.K12.MP.7.1:</p>	<p>Look for and make use of structure.</p>

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	<p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MAFS.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>



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Observation :	What one has observed using senses or instruments.
Scientific method:	A process that uses science process skills as tools to gather, organize, analyze, and communicate information.



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Course: Mathematics - Grade Five- 5012070

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/10282>

BASIC INFORMATION

Course Number:	5012070
Grade Levels:	5
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Mathematics, General Mathematics, General, Math, Mathematics - Grade Five, MATH GRADE Five
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Mathematics SubSubject: General Mathematics
Course Title:	Mathematics - Grade Five
Course Abbreviated Title:	MATH GRADE Five
Number of Credits:	NA
Course length:	Year (Y)
Course Type:	Core
Status:	Draft - Board Approval Pending
Version Description:	

General Notes:**MAFS.5**

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional

	shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.
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STANDARDS (38)

<u>LAFS.5.SL.1.1:</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>LAFS.5.W.1.2:</u>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation

	<p>and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
<p><u>MAFS.5.G.1.1:</u></p>	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>
<p><u>MAFS.5.G.1.2:</u></p>	<p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
<p><u>MAFS.5.G.2.3:</u></p>	<p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>
<p><u>MAFS.5.G.2.4:</u></p>	<p>MACC.5.G.2.4 (2013-2014): Classify two-dimensional figures in a hierarchy based on properties.</p> <p>MAFS.5.G.2.4 (2014-2015): Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.</p>

<p><u>MAFS.5.MD.1.1:</u></p>	<p>MACC.5.MD.1.1 (2013-2014): Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>MAFS.5.MD.1.1 (2014-2015): Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
<p><u>MAFS.5.MD.2.2:</u></p>	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
<p><u>MAFS.5.MD.3.3:</u></p>	<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ul style="list-style-type: none"> a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
<p><u>MAFS.5.MD.3.4:</u></p>	<p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>
<p><u>MAFS.5.NBT.2.5:</u></p>	<p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>Remarks/Examples</p> <hr/> <p>Fluency Expectations or Examples of Culminating Standards</p> <p>5.NBT.2.5 Students fluently multiply multidigit whole numbers using the standard algorithm.</p>

<p><u>MAFS.5.NBT.2.6:</u></p>	<p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>The extension from one-digit divisors to two-digit divisors requires care. This is a major milestone along the way to reaching fluency with the standard algorithm in grade 6 (6.NS.2).</p>
<p><u>MAFS.5.NBT.2.7:</u></p>	<p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>
<p><u>MAFS.5.NF.1.1:</u></p>	<p>Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)</i></p>
<p><u>MAFS.5.MD.3.5:</u></p>	<p>MACC.5.MD.3.5 (2013-2014): Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ol style="list-style-type: none"> a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid

Course: Music, Choral-Elementary- 5013010

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3963>

BASIC INFORMATION

Course Number:	5013010
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, Choral-Elementary, MUS CHORAL E
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course Title:	Music, Choral-Elementary
Course Abbreviated Title:	MUS CHORAL E
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students who have varying levels of experience in chorus develop beginning vocal technique and skills, notational literacy and fluency, expressive and stylistic interpretation, part-singing, critical and creative thinking skills, and an appreciation of music from around the world and throughout history. Public performances may serve as a culmination of specific instructional

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	<p>goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
<p>General Notes:</p>	<p>General Note: The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks. • A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year. • A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. • A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

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STANDARDS (62)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject</i>

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	<i>area.</i>
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area.</i>
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>MU.3.C.1.1:</u>	Describe listening skills and how they support appreciation of musical works. Remarks/Examples e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<u>MU.3.C.1.2:</u>	Respond to a musical work in a variety of ways and compare individual interpretations. Remarks/Examples e.g., move, draw, sing, play, gesture, conduct
<u>MU.3.C.1.4:</u>	Discriminate between unison and two-part singing.
<u>MU.3.C.2.1:</u>	Evaluate performances of familiar music using teacher-established criteria.
<u>MU.3.C.3.1:</u>	Identify musical characteristics and elements within a piece of music when discussing the value of the work. Remarks/Examples e.g., tempo, rhythm, timbre, form, instrumentation, texture

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<p><u>MU.3.F.2.1:</u></p>	<p>Identify musicians in the school, community, and media. Remarks/Examples</p> <p>e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p>
<p><u>MU.3.F.2.2:</u></p>	<p>Describe opportunities for personal music-making. Remarks/Examples</p> <p>e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>
<p><u>MU.3.F.3.1:</u></p>	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Remarks/Examples</p> <p>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
<p><u>MU.3.H.1.2:</u></p>	<p>Identify significant information about specified composers and one or more of their musical works.</p>
<p><u>MU.3.H.3.1:</u></p>	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. Remarks/Examples</p> <p>e.g., in dance, visual art, language arts, pulse, rhythm, fluency</p>
<p><u>MU.3.O.1.1:</u></p>	<p>Identify, using correct music vocabulary, the elements in a musical work. Remarks/Examples</p> <p>e.g., rhythm, pitch, timbre, form</p>
<p><u>MU.3.O.1.2:</u></p>	<p>Identify and describe the musical form of a familiar song. Remarks/Examples</p> <p>e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda</p>

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<u>MU.3.O.3.1:</u>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<u>MU.3.S.2.1:</u>	Identify patterns in songs to aid the development of sequencing and memorization skills. Remarks/Examples e.g., parts of a round, parts of a layered work
<u>MU.3.S.3.1:</u>	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
<u>MU.3.S.3.3:</u>	Sing simple la-sol-mi-re-do patterns at sight. Remarks/Examples e.g., reading from hand signs; reading from nontraditional or traditional notation
<u>MU.4.C.1.1:</u>	Develop effective listening strategies and describe how they can support appreciation of musical works. Remarks/Examples e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists
<u>MU.4.C.1.2:</u>	Describe, using correct music vocabulary, what is heard in a specific musical work. Remarks/Examples e.g., movement of melodic line, tempo, repeated and contrasting patterns
<u>MU.4.C.1.4:</u>	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
<u>MU.4.C.2.1:</u>	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. Remarks/Examples e.g., intonation, balance, blend, timbre, posture, breath support

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<u>MU.4.C.2.2:</u>	Critique specific techniques in one’s own and others’ performances using teacher-established criteria.
<u>MU.4.C.3.1:</u>	Describe characteristics that make various musical works appealing. Remarks/Examples e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
<u>MU.4.F.2.1:</u>	Describe roles and careers of selected musicians. Remarks/Examples e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
<u>MU.4.F.3.1:</u>	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Remarks/Examples e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
<u>MU.4.H.1.2:</u>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
<u>MU.4.H.3.1:</u>	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area. Remarks/Examples e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
<u>MU.4.O.1.1:</u>	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. Remarks/Examples

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	e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
<u>MU.4.O.3.1:</u>	Identify how expressive elements and lyrics affect the mood or emotion of a song. Remarks/Examples e.g., tempo, dynamics, phrasing, articulation
<u>MU.4.O.3.2:</u>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<u>MU.4.S.1.3:</u>	Arrange a familiar song for voices or instruments by manipulating form. Remarks/Examples e.g., introduction, interlude/bridge, coda, ABA, rondo
<u>MU.4.S.2.1:</u>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
<u>MU.4.S.3.1:</u>	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
<u>MU.4.S.3.3:</u>	Perform extended pentatonic melodies at sight. Remarks/Examples e.g., high do, low sol, low la; vocal and/or instrumental
<u>MU.5.C.1.1:</u>	Discuss and apply listening strategies to support appreciation of musical works. Remarks/Examples e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists
<u>MU.5.C.1.2:</u>	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. Remarks/Examples

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	e.g., title, historical notes, quality recordings, instrumentation, expressive elements
<u>MU.5.C.1.4:</u>	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
<u>MU.5.C.2.1:</u>	Define criteria, using correct music vocabulary, to critique one's own and others' performance. Remarks/Examples e.g., intonation, balance, blend, timbre
<u>MU.5.C.2.2:</u>	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
<u>MU.5.C.3.1:</u>	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
<u>MU.5.F.2.1:</u>	Describe jobs associated with various types of concert venues and performing arts centers. Remarks/Examples e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant
<u>MU.5.F.2.2:</u>	Explain why live performances are important to the career of the artist and the success of performance venues.
<u>MU.5.F.3.1:</u>	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. Remarks/Examples e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented
<u>MU.5.H.1.2:</u>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
<u>MU.5.H.3.1:</u>	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. Remarks/Examples

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Course: Elementary Band- 5013020

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/3994>

BASIC INFORMATION

Course Number:	5013020
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, Elementary Band, ELEM BAND
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course Title:	Elementary Band
Course Abbreviated Title:	ELEM BAND
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students who have varying levels of experience on a band instrument to explore high-quality beginning band music. They develop foundational instrumental techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the

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	<p>school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
<p>General Notes:</p>	<p>The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.</p> <p>Examples:</p> <ul style="list-style-type: none"> - A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks. - A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year. - A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. - A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.

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STANDARDS (61)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .

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Course: Music - Grade Kindergarten-5013060

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4007>

BASIC INFORMATION

Course Number:	5013060
Grade Levels:	K
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, Music - Grade Kindergarten, Music - K
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: General</p>
Course Title:	Music - Grade Kindergarten
Course Abbreviated Title:	Music - K
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and

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	<p>communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.</p>
<p>General Notes:</p>	<p>All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.</p> <p>Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.</p>

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

- LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

<p><u>DA.K.O.3.1:</u></p>	<p>Use movement to express a feeling, idea, or story.</p>
<p><u>DA.K.S.3.3:</u></p>	<p>Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</p>

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<u>HE.K.B.5.3:</u>	Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples Injury to self and/or others.
<u>LAFS.K.RL.4.10:</u>	Actively engage in group reading activities with purpose and understanding.
<u>LAFS.K.SL.1.2:</u>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
<u>LAFS.K.SL.1.3:</u>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>LAFS.1.RL.1.2:</u>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<u>MU.K.C.1.1:</u>	Respond to music from various sound sources to show awareness of steady beat. Remarks/Examples e.g., steady beat, pulse
<u>MU.K.C.1.2:</u>	Identify various sounds in a piece of music. Remarks/Examples e.g., vocal/instrumental timbres, environmental sounds
<u>MU.K.C.1.3:</u>	Identify, visually and aurally, pitched and unpitched classroom instruments. Remarks/Examples e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp
<u>MU.K.C.1.4:</u>	Identify singing, speaking, and whispering voices.
<u>MU.K.C.2.1:</u>	Identify similarities and/or differences in a performance.
<u>MU.K.C.3.1:</u>	Share opinions about selected pieces of music.

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<p><u>MU.K.F.1.1:</u></p>	<p>Respond to and explore music through creative play and found sounds in the music classroom. Remarks/Examples</p> <p>e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets</p>
<p><u>MU.K.F.3.1:</u></p>	<p>Exhibit age-appropriate music and life skills that will add to the success in the music classroom. Remarks/Examples</p> <p>e.g., take turns, share, be a good listener, be respectful, display good manners</p>
<p><u>MU.K.H.1.1:</u></p>	<p>Respond to music from diverse cultures through singing and movement. Remarks/Examples</p> <p>e.g., nursery rhymes, singing games, folk dances</p>
<p><u>MU.K.H.2.1:</u></p>	<p>Respond to and/or perform folk music of American cultural sub-groups. Remarks/Examples</p> <p>e.g., African American, Anglo-American, Latin American, Native American</p>
<p><u>MU.K.H.3.1:</u></p>	<p>Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. Remarks/Examples</p> <p>e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing</p>
<p><u>MU.K.O.1.1:</u></p>	<p>Respond to beat, rhythm, and melodic line through imitation. Remarks/Examples</p> <p>e.g., locomotor and non-locomotor movement, body levels</p>
<p><u>MU.K.O.1.2:</u></p>	<p>Identify similarities and differences in melodic phrases and/or rhythm patterns.</p>

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	Remarks/Examples e.g., visually, aurally
<u>MU.K.O.3.1:</u>	Respond to music to demonstrate how it makes one feel. Remarks/Examples e.g., movement, drawings, responder paddles/clickers
<u>MU.K.S.1.1:</u>	Improvise a response to a musical question sung or played by someone else. Remarks/Examples e.g., melodic, rhythmic
<u>MU.K.S.2.1:</u>	Sing or play songs from memory. Remarks/Examples e.g., rhymes, chants, poems
<u>MU.K.S.3.1:</u>	Sing songs of limited range appropriate to the young child and use the head voice.
<u>MU.K.S.3.2:</u>	Perform simple songs and accompaniments. Remarks/Examples e.g., singing, using body percussion or classroom instruments
<u>MU.K.S.3.3:</u>	Match pitches in a song or musical phrase in one or more keys. Remarks/Examples e.g., la, sol, mi
<u>MU.K.S.3.4:</u>	Imitate simple rhythm patterns played by the teacher or a peer. Remarks/Examples e.g., quarter note, quarter rest, beamed eighth notes
<u>PE.K.C.2.1:</u>	Recognize locomotor skills. Remarks/Examples Some examples of locomotor skills are walking, running, skipping,

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	leaping, hopping, jumping and galloping.
<u>PE.K.C.2.2:</u>	Recognize physical activities have safety rules and procedures. Remarks/Examples An example would be to put equipment away when not in use in order to keep the physical activity area safe.
<u>PE.K.R.6.2:</u>	Identify a benefit of willingly trying new movements and motor skills.
<u>PE.K.R.6.3:</u>	Identify the benefits of continuing to participate when not successful on the first try.
<u>SC.K.P.10.1:</u>	Observe that things that make sound vibrate.
<u>TH.K.S.1.3:</u>	Describe personal preferences related to a performance.

RELATED GLOSSARY TERM DEFINITIONS (1)

Vibration:	A periodic and repetitive movement around an equilibrium point.
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<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>MU.3.C.1.1:</u>	Describe listening skills and how they support appreciation of musical works. Remarks/Examples e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<u>MU.3.C.1.2:</u>	Respond to a musical work in a variety of ways and compare individual interpretations. Remarks/Examples e.g., move, draw, sing, play, gesture, conduct
<u>MU.3.C.1.3:</u>	Identify families of orchestral and band instruments. Remarks/Examples e.g., strings, woodwinds, brass, percussion, keyboards
<u>MU.3.C.2.1:</u>	Evaluate performances of familiar music using teacher-established criteria.
<u>MU.3.C.3.1:</u>	Identify musical characteristics and elements within a piece of music when discussing the value of the work. Remarks/Examples e.g., tempo, rhythm, timbre, form, instrumentation, texture

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<u>MU.3.F.2.1:</u>	Identify musicians in the school, community, and media. Remarks/Examples e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services
<u>MU.3.F.2.2:</u>	Describe opportunities for personal music-making. Remarks/Examples e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music
<u>MU.3.F.3.1:</u>	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Remarks/Examples e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups
<u>MU.3.H.1.2:</u>	Identify significant information about specified composers and one or more of their musical works.
<u>MU.3.H.3.1:</u>	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. Remarks/Examples e.g., in dance, visual art, language arts, pulse, rhythm, fluency
<u>MU.3.O.1.1:</u>	Identify, using correct music vocabulary, the elements in a musical work. Remarks/Examples e.g., rhythm, pitch, timbre, form
<u>MU.3.O.1.2:</u>	Identify and describe the musical form of a familiar song. Remarks/Examples

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	e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
<u>MU.3.O.3.1:</u>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<u>MU.3.S.2.1:</u>	Identify patterns in songs to aid the development of sequencing and memorization skills. Remarks/Examples e.g., parts of a round, parts of a layered work
<u>MU.3.S.3.3:</u>	Sing simple la-sol-mi-re-do patterns at sight. Remarks/Examples e.g., reading from hand signs; reading from nontraditional or traditional notation
<u>MU.4.C.1.1:</u>	Develop effective listening strategies and describe how they can support appreciation of musical works. Remarks/Examples e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists
<u>MU.4.C.1.2:</u>	Describe, using correct music vocabulary, what is heard in a specific musical work. Remarks/Examples e.g., movement of melodic line, tempo, repeated and contrasting patterns
<u>MU.4.C.1.3:</u>	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
<u>MU.4.C.2.1:</u>	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. Remarks/Examples e.g., intonation, balance, blend, timbre, posture, breath support

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<u>MU.4.C.2.2:</u>	Critique specific techniques in one's own and others' performances using teacher-established criteria.
<u>MU.4.C.3.1:</u>	Describe characteristics that make various musical works appealing. Remarks/Examples e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
<u>MU.4.F.2.1:</u>	Describe roles and careers of selected musicians. Remarks/Examples e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
<u>MU.4.F.3.1:</u>	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Remarks/Examples e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
<u>MU.4.F.3.2:</u>	Discuss the safe, legal way to download songs and other media. Remarks/Examples e.g., sharing personal and financial information, copying and sharing music
<u>MU.4.H.1.2:</u>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
<u>MU.4.H.3.1:</u>	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area. Remarks/Examples e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves

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<u>MU.4.O.1.1:</u>	<p>Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.</p> <p>Remarks/Examples</p> <p>e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque</p>
<u>MU.4.O.3.1:</u>	<p>Identify how expressive elements and lyrics affect the mood or emotion of a song.</p> <p>Remarks/Examples</p> <p>e.g., tempo, dynamics, phrasing, articulation</p>
<u>MU.4.O.3.2:</u>	<p>Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.</p>
<u>MU.4.S.1.3:</u>	<p>Arrange a familiar song for voices or instruments by manipulating form.</p> <p>Remarks/Examples</p> <p>e.g., introduction, interlude/bridge, coda, ABA, rondo</p>
<u>MU.4.S.2.1:</u>	<p>Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.</p>
<u>MU.4.S.3.3:</u>	<p>Perform extended pentatonic melodies at sight.</p> <p>Remarks/Examples</p> <p>e.g., high do, low sol, low la; vocal and/or instrumental</p>
<u>MU.5.C.1.1:</u>	<p>Discuss and apply listening strategies to support appreciation of musical works.</p> <p>Remarks/Examples</p> <p>e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists</p>

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<p><u>MU.5.C.1.2:</u></p>	<p>Hypothesize and discuss, using correct music vocabulary, the composer’s intent for a specific musical work. Remarks/Examples</p> <p>e.g., title, historical notes, quality recordings, instrumentation, expressive elements</p>
<p><u>MU.5.C.1.3:</u></p>	<p>Identify, aurally, selected instruments of the band and orchestra. Remarks/Examples</p> <p>e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord</p>
<p><u>MU.5.C.2.1:</u></p>	<p>Define criteria, using correct music vocabulary, to critique one’s own and others’ performance. Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre</p>
<p><u>MU.5.C.2.2:</u></p>	<p>Describe changes, using correct music vocabulary, in one’s own and/or others’ performance over time.</p>
<p><u>MU.5.C.3.1:</u></p>	<p>Develop criteria to evaluate an exemplary musical work from a specific period or genre.</p>
<p><u>MU.5.F.2.1:</u></p>	<p>Describe jobs associated with various types of concert venues and performing arts centers. Remarks/Examples</p> <p>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</p>
<p><u>MU.5.F.2.2:</u></p>	<p>Explain why live performances are important to the career of the artist and the success of performance venues.</p>
<p><u>MU.5.F.3.1:</u></p>	<p>Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom. Remarks/Examples</p> <p>e.g., dedicated, works toward mastery, punctual, prepared,</p>

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	dependable, self-disciplined, solutions-oriented
<u>MU.5.F.3.2:</u>	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. Remarks/Examples e.g., downloading music and other digital media, sharing personal and financial information, copying music
<u>MU.5.H.1.2:</u>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
<u>MU.5.H.3.1:</u>	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. Remarks/Examples e.g., reading, writing, observing, listening, evaluating, embellishing, revising
<u>MU.5.O.1.1:</u>	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. Remarks/Examples e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz
<u>MU.5.O.3.1:</u>	Examine and explain how expressive elements, when used in a selected musical work, affect personal response. Remarks/Examples e.g., tempo, dynamics, timbre, texture, phrasing, articulation
<u>MU.5.O.3.2:</u>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<u>MU.5.S.1.3:</u>	Arrange a familiar song by manipulating specified aspects of music. Remarks/Examples e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation

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<u>MU.5.S.1.4:</u>	Sing or play simple melodic patterns by ear with support from the teacher.
<u>MU.5.S.2.1:</u>	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
<u>MU.5.S.2.2:</u>	Apply performance techniques to familiar music.
<u>MU.5.S.3.3:</u>	Perform simple diatonic melodies at sight.
	Remarks/Examples
	e.g., vocal and/or instrumental



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	e.g., reading, writing, observing, listening, evaluating, embellishing, revising
<u>MU.5.O.1.1:</u>	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. Remarks/Examples e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz
<u>MU.5.O.3.1:</u>	Examine and explain how expressive elements, when used in a selected musical work, affect personal response. Remarks/Examples e.g., tempo, dynamics, timbre, texture, phrasing, articulation
<u>MU.5.O.3.2:</u>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<u>MU.5.S.1.3:</u>	Arrange a familiar song by manipulating specified aspects of music. Remarks/Examples e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation
<u>MU.5.S.1.4:</u>	Sing or play simple melodic patterns by ear with support from the teacher.
<u>MU.5.S.2.1:</u>	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
<u>MU.5.S.2.2:</u>	Apply performance techniques to familiar music.
<u>MU.5.S.3.1:</u>	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
<u>MU.5.S.3.3:</u>	Perform simple diatonic melodies at sight. Remarks/Examples e.g., vocal and/or instrumental

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	<p>figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>MAFS.5.MD.3.5 (2014-2015): Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ol style="list-style-type: none"> a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. <p>Remarks/Examples</p>
	<p>Examples of Opportunities for In-Depth Focus</p> <p>Students work with volume as an attribute of a solid figure and as a measurement quantity. Students also relate volume to multiplication and addition. This work begins a progression leading to valuable skills in geometric measurement in middle school.</p>
	<p><u>MAFS.5.NBT.1.1:</u> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p>

	<p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>The extension of the place value system from whole numbers to decimals is a major intellectual accomplishment involving understanding and skill with base-ten units and fractions.</p>
<p>MAFS.5.NBT.1.2:</p>	<p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>
<p>MAFS.5.NBT.1.3:</p>	<p>Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>
<p>MAFS.5.NBT.1.4:</p>	<p>Use place value understanding to round decimals to any place.</p>
<p>MAFS.5.NF.1.2:</p>	<p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i></p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students meet this standard, they bring together the threads of fraction equivalence (grades 3–5) and addition and</p>

	<p>subtraction (grades K–4) to fully extend addition and subtraction to fractions.</p>
<p><u>MAFS.5.NF.2.3:</u></p>	<p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>
<p><u>MAFS.5.NF.2.4:</u></p>	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. <i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> <p>Remarks/Examples</p> <p>Examples of Opportunities for In-Depth Focus</p> <p>When students meet this standard, they fully extend multiplication to fractions, making division of fractions in grade 6 (6.NS.1) a near target.</p>
<p><u>MAFS.5.NF.2.5:</u></p>	<p>Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor</p>

	<p>on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p>
<p><u>MAFS.5.NF.2.6:</u></p>	<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>
<p><u>MAFS.5.NF.2.7:</u></p>	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i></p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i></p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?</i></p>
<p><u>MAFS.5.OA.1.1:</u></p>	<p>Use parentheses, brackets, or braces in numerical expressions,</p>

	and evaluate expressions with these symbols.
<u>MAFS.5.OA.1.2:</u>	Write 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 $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>
<u>MAFS.5.OA.2.3:</u>	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <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. Explain informally why this is so.</i>
<u>MAFS.K12.MP.1.1:</u>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between</p>

Course: Elementary Orchestra- 5013030

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4000>

BASIC INFORMATION

Course Number:	5013030
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, Elementary Orchestra, ELEM ORCHESTRA, String Orchestra-Elementary
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course Title:	Elementary Orchestra
Course Abbreviated Title:	ELEM ORCHESTRA
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students who have varying levels of experience on orchestral string instruments explore high-quality literature written and/or arranged for string orchestra. Rehearsals focus on the development of instrumental techniques and skills, critical listening and aural skills, music literacy, ensemble skills, and

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	<p>aesthetic musical awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
<p>General Notes:</p>	<p>The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks. • A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year. • A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. • A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the

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	Grade 4 benchmarks.
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STANDARDS (62)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following Speaking and Listening standards are required content:

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker,

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	offering appropriate elaboration and detail.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>MU.3.C.1.1:</u>	Describe listening skills and how they support appreciation of musical works. Remarks/Examples e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<u>MU.3.C.1.2:</u>	Respond to a musical work in a variety of ways and compare individual interpretations. Remarks/Examples e.g., move, draw, sing, play, gesture, conduct
<u>MU.3.C.1.3:</u>	Identify families of orchestral and band instruments. Remarks/Examples e.g., strings, woodwinds, brass, percussion, keyboards
<u>MU.3.C.2.1:</u>	Evaluate performances of familiar music using teacher-established criteria.

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<p><u>MU.3.C.3.1:</u></p>	<p>Identify musical characteristics and elements within a piece of music when discussing the value of the work. Remarks/Examples</p> <p>e.g., tempo, rhythm, timbre, form, instrumentation, texture</p>
<p><u>MU.3.F.2.1:</u></p>	<p>Identify musicians in the school, community, and media. Remarks/Examples</p> <p>e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services</p>
<p><u>MU.3.F.2.2:</u></p>	<p>Describe opportunities for personal music-making. Remarks/Examples</p> <p>e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music</p>
<p><u>MU.3.F.3.1:</u></p>	<p>Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Remarks/Examples</p> <p>e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups</p>
<p><u>MU.3.H.1.2:</u></p>	<p>Identify significant information about specified composers and one or more of their musical works.</p>
<p><u>MU.3.H.3.1:</u></p>	<p>Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. Remarks/Examples</p> <p>e.g., in dance, visual art, language arts, pulse, rhythm, fluency</p>
<p><u>MU.3.O.1.1:</u></p>	<p>Identify, using correct music vocabulary, the elements in a musical work. Remarks/Examples</p> <p>e.g., rhythm, pitch, timbre, form</p>

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<u>MU.3.O.1.2:</u>	Identify and describe the musical form of a familiar song. Remarks/Examples e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
<u>MU.3.O.3.1:</u>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<u>MU.3.S.2.1:</u>	Identify patterns in songs to aid the development of sequencing and memorization skills. Remarks/Examples e.g., parts of a round, parts of a layered work
<u>MU.3.S.3.3:</u>	Sing simple la-sol-mi-re-do patterns at sight. Remarks/Examples e.g., reading from hand signs; reading from nontraditional or traditional notation
<u>MU.4.C.1.1:</u>	Develop effective listening strategies and describe how they can support appreciation of musical works. Remarks/Examples e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists
<u>MU.4.C.1.2:</u>	Describe, using correct music vocabulary, what is heard in a specific musical work. Remarks/Examples e.g., movement of melodic line, tempo, repeated and contrasting patterns
<u>MU.4.C.1.3:</u>	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
<u>MU.4.C.2.1:</u>	Identify and describe basic music performance techniques to

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	<p>provide a foundation for critiquing one's self and others. Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre, posture, breath support</p>
<u>MU.4.C.2.2:</u>	<p>Critique specific techniques in one's own and others' performances using teacher-established criteria.</p>
<u>MU.4.C.3.1:</u>	<p>Describe characteristics that make various musical works appealing. Remarks/Examples</p> <p>e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation</p>
<u>MU.4.F.2.1:</u>	<p>Describe roles and careers of selected musicians. Remarks/Examples</p> <p>e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer</p>
<u>MU.4.F.3.1:</u>	<p>Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Remarks/Examples</p> <p>e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely</p>
<u>MU.4.F.3.2:</u>	<p>Discuss the safe, legal way to download songs and other media. Remarks/Examples</p> <p>e.g., sharing personal and financial information, copying and sharing music</p>
<u>MU.4.H.1.2:</u>	<p>Describe the influence of selected composers on the musical works and practices or traditions of their time.</p>
<u>MU.4.H.3.1:</u>	<p>Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.</p>

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	Remarks/Examples e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
<u>MU.4.O.1.1:</u>	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. Remarks/Examples e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque
<u>MU.4.O.3.1:</u>	Identify how expressive elements and lyrics affect the mood or emotion of a song. Remarks/Examples e.g., tempo, dynamics, phrasing, articulation
<u>MU.4.O.3.2:</u>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<u>MU.4.S.1.3:</u>	Arrange a familiar song for voices or instruments by manipulating form. Remarks/Examples e.g., introduction, interlude/bridge, coda, ABA, rondo
<u>MU.4.S.2.1:</u>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
<u>MU.4.S.3.3:</u>	Perform extended pentatonic melodies at sight. Remarks/Examples e.g., high do, low sol, low la; vocal and/or instrumental
<u>MU.5.C.1.1:</u>	Discuss and apply listening strategies to support appreciation of musical works. Remarks/Examples e.g., focus: structure, instrumentation, tempo, dynamics, melodic

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	line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists
<u>MU.5.C.1.2:</u>	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. Remarks/Examples e.g., title, historical notes, quality recordings, instrumentation, expressive elements
<u>MU.5.C.1.3:</u>	Identify, aurally, selected instruments of the band and orchestra. Remarks/Examples e.g., violin, cello, string bass, flute, clarinet, oboe, bassoon, trumpet, trombone, tuba, French horn, bass drum, snare drum, xylophone, chimes, piano, harpsichord
<u>MU.5.C.2.1:</u>	Define criteria, using correct music vocabulary, to critique one's own and others' performance. Remarks/Examples e.g., intonation, balance, blend, timbre
<u>MU.5.C.2.2:</u>	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
<u>MU.5.C.3.1:</u>	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
<u>MU.5.F.2.1:</u>	Describe jobs associated with various types of concert venues and performing arts centers. Remarks/Examples e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant
<u>MU.5.F.2.2:</u>	Explain why live performances are important to the career of the artist and the success of performance venues.
<u>MU.5.F.3.1:</u>	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the

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	music classroom. Remarks/Examples e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented
<u>MU.5.F.3.2:</u>	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so. Remarks/Examples e.g., downloading music and other digital media, sharing personal and financial information, copying music
<u>MU.5.H.1.2:</u>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
<u>MU.5.H.3.1:</u>	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines. Remarks/Examples e.g., reading, writing, observing, listening, evaluating, embellishing, revising
<u>MU.5.O.1.1:</u>	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process. Remarks/Examples e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz
<u>MU.5.O.3.1:</u>	Examine and explain how expressive elements, when used in a selected musical work, affect personal response. Remarks/Examples e.g., tempo, dynamics, timbre, texture, phrasing, articulation
<u>MU.5.O.3.2:</u>	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<u>MU.5.S.1.3:</u>	Arrange a familiar song by manipulating specified aspects of music.

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	Remarks/Examples e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation
<u>MU.5.S.1.4:</u>	Sing or play simple melodic patterns by ear with support from the teacher.
<u>MU.5.S.2.1:</u>	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
<u>MU.5.S.2.2:</u>	Apply performance techniques to familiar music.
<u>MU.5.S.3.3:</u>	Perform simple diatonic melodies at sight. Remarks/Examples e.g., vocal and/or instrumental
<u>SC.4.P.10.3:</u>	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

RELATED GLOSSARY TERM DEFINITIONS (1)

Vibration:	A periodic and repetitive movement around an equilibrium point.
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Course: Elementary Special Ensemble-5013035

Direct link to this page: <http://www.cpalms.org/Public/PreviewCourse/Preview/4004>

BASIC INFORMATION

Course Number:	5013035
Grade Levels:	K,1,2,3,4,5,PreK
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, special, special ensemble, Elementary Special Ensemble, ELEM SPEC ENS
Course Path:	<p>Section: Grades PreK to 12 Education Courses</p> <p>Grade Group: Grades PreK to 5 Education Courses</p> <p>Subject: Music</p> <p>SubSubject: General</p>
Course Title:	Elementary Special Ensemble
Course Abbreviated Title:	ELEM SPEC ENS
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	Students with varying levels of experience in an elementary ensemble other than chorus, band, or orchestra develop foundational techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional

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	<p>goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for such small-instrument ensembles as recorder or guitar, may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>
<p>General Notes:</p>	<p>The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks. • A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year. • A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. • A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the

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	Grade 4 benchmarks.
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STANDARDS (56)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.4.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

LAFS.5.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

<u>LAFS.3.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<u>LAFS.3.SL.1.2:</u>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.3.SL.1.3:</u>	Ask and answer questions about information from a speaker,

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	offering appropriate elaboration and detail.
<u>LAFS.4.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<u>LAFS.4.SL.1.2:</u>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.4.SL.1.3:</u>	Identify the reasons and evidence a speaker provides to support particular points.
<u>LAFS.5.RI.2.4:</u>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
<u>LAFS.5.SL.1.2:</u>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<u>LAFS.5.SL.1.3:</u>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<u>MU.3.C.1.1:</u>	Describe listening skills and how they support appreciation of musical works. Remarks/Examples e.g., focus: form, instrumentation, tempo, dynamics; organize: listening maps, active listening, checklists
<u>MU.3.C.1.2:</u>	Respond to a musical work in a variety of ways and compare individual interpretations. Remarks/Examples e.g., move, draw, sing, play, gesture, conduct
<u>MU.3.C.2.1:</u>	Evaluate performances of familiar music using teacher-established criteria.
<u>MU.3.C.3.1:</u>	Identify musical characteristics and elements within a piece of music when discussing the value of the work. Remarks/Examples e.g., tempo, rhythm, timbre, form, instrumentation, texture

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<u>MU.3.F.2.1:</u>	Identify musicians in the school, community, and media. Remarks/Examples e.g., band, chorus, and/or orchestra member; music teacher; cantor, choir director, or song leader in religious services
<u>MU.3.F.2.2:</u>	Describe opportunities for personal music-making. Remarks/Examples e.g., performing ensembles, individual lessons, community and church music groups, family, playground, computer-generated music
<u>MU.3.F.3.1:</u>	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. Remarks/Examples e.g., work together, communicate effectively, share tasks and responsibilities, work well in cooperative learning groups
<u>MU.3.H.1.2:</u>	Identify significant information about specified composers and one or more of their musical works.
<u>MU.3.H.3.1:</u>	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts. Remarks/Examples e.g., in dance, visual art, language arts, pulse, rhythm, fluency
<u>MU.3.O.1.1:</u>	Identify, using correct music vocabulary, the elements in a musical work. Remarks/Examples e.g., rhythm, pitch, timbre, form
<u>MU.3.O.1.2:</u>	Identify and describe the musical form of a familiar song. Remarks/Examples

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	e.g., AB, ABA, ABABA, call-and-response, verse/refrain, rondo, intro, coda
<u>MU.3.O.3.1:</u>	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<u>MU.3.S.2.1:</u>	Identify patterns in songs to aid the development of sequencing and memorization skills. Remarks/Examples e.g., parts of a round, parts of a layered work
<u>MU.3.S.3.3:</u>	Sing simple la-sol-mi-re-do patterns at sight. Remarks/Examples e.g., reading from hand signs; reading from nontraditional or traditional notation
<u>MU.4.C.1.1:</u>	Develop effective listening strategies and describe how they can support appreciation of musical works. Remarks/Examples e.g., listen for form, instrumentation, tempo, dynamics, melodic line, rhythm patterns; organize thoughts using listening maps, active listening, checklists
<u>MU.4.C.1.2:</u>	Describe, using correct music vocabulary, what is heard in a specific musical work. Remarks/Examples e.g., movement of melodic line, tempo, repeated and contrasting patterns
<u>MU.4.C.2.1:</u>	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. Remarks/Examples e.g., intonation, balance, blend, timbre, posture, breath support
<u>MU.4.C.2.2:</u>	Critique specific techniques in one's own and others'

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	performances using teacher-established criteria.
<u>MU.4.C.3.1:</u>	Describe characteristics that make various musical works appealing. Remarks/Examples e.g., tempo, rhythm, dynamics, blend, timbre, form, texture, instrumentation
<u>MU.4.F.2.1:</u>	Describe roles and careers of selected musicians. Remarks/Examples e.g., teacher, conductor, composer, studio musician, recording technician, sound engineer, entertainer
<u>MU.4.F.3.1:</u>	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom. Remarks/Examples e.g., punctual, prepared, dependable, self-disciplined, solutions-oriented, shows initiative, uses time wisely
<u>MU.4.H.1.2:</u>	Describe the influence of selected composers on the musical works and practices or traditions of their time.
<u>MU.4.H.3.1:</u>	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area. Remarks/Examples e.g., movement, form, repetition, rhythmic patterns/numeric patterns, fractions, vibrations/sound waves
<u>MU.4.O.1.1:</u>	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles. Remarks/Examples e.g., rules of rhythm, melody, timbre, form, tonality, harmony, meter; styles: Classical, Baroque

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<u>MU.4.O.3.1:</u>	Identify how expressive elements and lyrics affect the mood or emotion of a song. Remarks/Examples e.g., tempo, dynamics, phrasing, articulation
<u>MU.4.O.3.2:</u>	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<u>MU.4.S.1.3:</u>	Arrange a familiar song for voices or instruments by manipulating form. Remarks/Examples e.g., introduction, interlude/bridge, coda, ABA, rondo
<u>MU.4.S.2.1:</u>	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
<u>MU.4.S.3.3:</u>	Perform extended pentatonic melodies at sight. Remarks/Examples e.g., high do, low sol, low la; vocal and/or instrumental
<u>MU.5.C.1.1:</u>	Discuss and apply listening strategies to support appreciation of musical works. Remarks/Examples e.g., focus: structure, instrumentation, tempo, dynamics, melodic line, rhythm patterns, style/genre; organize: listening maps, active listening, checklists
<u>MU.5.C.1.2:</u>	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work. Remarks/Examples e.g., title, historical notes, quality recordings, instrumentation, expressive elements
<u>MU.5.C.2.1:</u>	Define criteria, using correct music vocabulary, to critique one's

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	<p>own and others' performance.</p> <p>Remarks/Examples</p> <p>e.g., intonation, balance, blend, timbre</p>
<u>MU.5.C.2.2:</u>	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
<u>MU.5.C.3.1:</u>	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
<u>MU.5.F.2.1:</u>	<p>Describe jobs associated with various types of concert venues and performing arts centers.</p> <p>Remarks/Examples</p> <p>e.g., music merchant, ticket agent, marketer, agent, security guard, food-and-beverage merchant</p>
<u>MU.5.F.2.2:</u>	Explain why live performances are important to the career of the artist and the success of performance venues.
<u>MU.5.F.3.1:</u>	<p>Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.</p> <p>Remarks/Examples</p> <p>e.g., dedicated, works toward mastery, punctual, prepared, dependable, self-disciplined, solutions-oriented</p>
<u>MU.5.H.1.2:</u>	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
<u>MU.5.H.3.1:</u>	<p>Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.</p> <p>Remarks/Examples</p> <p>e.g., reading, writing, observing, listening, evaluating, embellishing, revising</p>
<u>MU.5.O.1.1:</u>	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.

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	<p>Remarks/Examples</p> <p>e.g., rhythm patterns, melody, timbre, form, tonality, harmony, meter, key; styles: Classical, Baroque, Romantic, nationalistic, jazz</p>
<u>MU.5.O.3.1:</u>	<p>Examine and explain how expressive elements, when used in a selected musical work, affect personal response.</p> <p>Remarks/Examples</p> <p>e.g., tempo, dynamics, timbre, texture, phrasing, articulation</p>
<u>MU.5.O.3.2:</u>	<p>Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.</p>
<u>MU.5.S.1.3:</u>	<p>Arrange a familiar song by manipulating specified aspects of music.</p> <p>Remarks/Examples</p> <p>e.g., dynamics, tempo, lyrics, form, rhythm, instrumentation</p>
<u>MU.5.S.1.4:</u>	<p>Sing or play simple melodic patterns by ear with support from the teacher.</p>
<u>MU.5.S.2.1:</u>	<p>Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.</p>
<u>MU.5.S.2.2:</u>	<p>Apply performance techniques to familiar music.</p>
<u>MU.5.S.3.3:</u>	<p>Perform simple diatonic melodies at sight.</p> <p>Remarks/Examples</p> <p>e.g., vocal and/or instrumental</p>

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	different approaches.
<p><u>MAFS.K12.MP.2.1:</u></p>	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>
<p><u>MAFS.K12.MP.3.1:</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the</p>

	<p>arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MAFS.K12.MP.4.1:</u></p>	<p>Model with mathematics.</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>
<p><u>MAFS.K12.MP.5.1:</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that</p>

	<p>technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>
<p><u>MAFS.K12.MP.6.1:</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<p><u>MAFS.K12.MP.7.1:</u></p>	<p>Look for and make use of structure.</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus</p>

Course: Music - Grade 1- 5013070

Direct link to this page:<http://www.cpalms.org/Public/PreviewCourse/Preview/4012>

BASIC INFORMATION

Course Number:	5013070
Grade Levels:	1
Keyword:	Grades PreK To 5 Education Courses, PreK-5, PreK To 5, Grades Pre K To 5 Education Courses, Pre K-5, Pre K To 5, Elementary, Grade Self Contained, Prekindergarten, Music, General, grade one, Music - Grade 1,
Course Path:	Section: Grades PreK to 12 Education Courses Grade Group: Grades PreK to 5 Education Courses Subject: Music SubSubject: General
Course Title:	Music - Grade 1
Course Abbreviated Title:	Music - Grade 1
Course length:	Year (Y)
Status:	Draft - Board Approval Pending
Version Description:	First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on,

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	process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21st century.
General Notes:	All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction. Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

STANDARDS (33)

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

- MAFS.K12.MP.5.1: Use appropriate tools strategically.
- MAFS.K12.MP.6.1: Attend to precision.
- MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following math clusters and Speaking and Listening standards are required content:

- MAFS.1.OA.1: Represent and solve problems involving addition and subtraction.
- LAFS.1.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

<u>DA.1.O.3.1:</u>	Create movement phrases to express a feeling, idea, or story.
<u>DA.1.S.3.4:</u>	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic. Remarks/Examples

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	e.g., verbalized rhythm transferred to the feet
<u>HE.1.B.5.3:</u>	Explain the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples Tooth decay and environmental damage.
<u>LAFS.1.RL.2.4:</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<u>LAFS.1.SL.1.2:</u>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<u>LAFS.1.SL.1.3:</u>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>MU.1.C.1.1:</u>	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. Remarks/Examples e.g., beat, rhythm, phrasing, dynamics, tempo
<u>MU.1.C.1.2:</u>	Respond to music from various sound sources to show awareness of differences in musical ideas. Remarks/Examples e.g., moods, images
<u>MU.1.C.1.3:</u>	Classify instruments into pitched and unpitched percussion families. Remarks/Examples e.g., xylophone, glockenspiel, woodblock, tambourine
<u>MU.1.C.1.4:</u>	Differentiate between music performed by one singer and music performed by a group of singers.
<u>MU.1.C.2.1:</u>	Identify the similarities and differences between two performances of a familiar song.

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	Remarks/Examples e.g., tempo, lyrics/no lyrics, style
<u>MU.1.C.3.1:</u>	Share different thoughts or feelings people have about selected pieces of music.
<u>MU.1.F.1.1:</u>	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. Remarks/Examples e.g., staccato/legato, phrasing, melodic direction, steady beat, rhythm; props: use scarves, ribbon sticks, fabric shapes
<u>MU.1.F.2.1:</u>	Describe how he or she likes to participate in music. Remarks/Examples e.g., sing with a family member or friend, make up songs, tap rhythms, play a musical instrument
<u>MU.1.F.3.1:</u>	Demonstrate appropriate manners and teamwork necessary for success in a music classroom. Remarks/Examples e.g., take turns, share, be a good listener, be respectful, display good manners
<u>MU.1.H.1.1:</u>	Perform simple songs, dances, and musical games from a variety of cultures. Remarks/Examples e.g., nursery rhymes, singing games, play parties, folk dances
<u>MU.1.H.1.2:</u>	Explain the work of a composer.
<u>MU.1.H.2.1:</u>	Identify and perform folk music used to remember and honor America and its cultural heritage. Remarks/Examples e.g., "This Land is Your Land," "Short'nin' Bread," "America"

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<p><u>MU.1.H.3.1:</u></p>	<p>Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. Remarks/Examples e.g., rhyming words, vowel sounds, characters, setting, mood</p>
<p><u>MU.1.O.1.1:</u></p>	<p>Respond to contrasts in music as a foundation for understanding structure. Remarks/Examples e.g., high/low, fast/slow, long/short, phrases</p>
<p><u>MU.1.O.1.2:</u></p>	<p>Identify patterns of a simple, four-measure song or speech piece. Remarks/Examples e.g., AABA, ABCA, ABAC</p>
<p><u>MU.1.O.3.1:</u></p>	<p>Respond to changes in tempo and/or dynamics within musical examples.</p>
<p><u>MU.1.S.1.1:</u></p>	<p>Improvise a four-beat response to a musical question sung or played by someone else. Remarks/Examples e.g., melodic, rhythmic</p>
<p><u>MU.1.S.1.2:</u></p>	<p>Create short melodic and rhythmic patterns based on teacher-established guidelines.</p>
<p><u>MU.1.S.2.1:</u></p>	<p>Sing or play songs, which may include changes in verses or repeats, from memory.</p>
<p><u>MU.1.S.3.1:</u></p>	<p>Sing simple songs in a group, using head voice and maintaining pitch. Remarks/Examples e.g., folk songs, finger-plays, call-and-response, echo songs</p>
<p><u>MU.1.S.3.2:</u></p>	<p>Play three- to five-note melodies and/or accompaniments on classroom instruments.</p>

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<p><u>MU.1.S.3.3:</u></p>	<p>Sing simple la-sol-mi patterns at sight. Remarks/Examples</p> <p>e.g., reading from hand signs or iconic representations</p>
<p><u>MU.1.S.3.4:</u></p>	<p>Match simple aural rhythm patterns in duple meter with written patterns. Remarks/Examples</p> <p>e.g., quarter note/rest, beamed eighth notes</p>
<p><u>MU.1.S.3.5:</u></p>	<p>Show visual representation of simple melodic patterns performed by the teacher or a peer. Remarks/Examples</p> <p>e.g., draw, body/hand signs, manipulatives, la-sol-mi</p>
<p><u>PE.1.C.2.1:</u></p>	<p>Identify the critical elements of locomotor skills. Remarks/Examples</p> <p>Some examples of critical elements of locomotor skills are step-hop for skipping and use of one foot for hopping.</p>
<p><u>PE.1.C.2.2:</u></p>	<p>Identify safety rules and procedures for teacher-selected physical activities. Remarks/Examples</p> <p>An example of a safety procedure is having students stand a safe distance away from a student swinging a bat during striking activities.</p>
<p><u>TH.1.S.1.3:</u></p>	<p>Explain personal preferences related to a performance.</p>

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	<p>a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>
<p><u>MAFS.K12.MP.8.1:</u></p>	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>



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