	Wallabies & Kangaroos	Knights & Dragons	
Reading	**Leveled Basal Readers & Anthologies** -can identify the features of a sentence (e.g., first word, capitalization, punctuation) -can distinguish long from short vowel sounds -can orally produce single-syllable words by blending (phonemes), including consonant blends -can isolate and pronounce initial, medial vowel, and final consonant (phonemes) -can spell common consonant digraphs -can decode regularly spelled one-syllable and two-syllable words -can read final –e **Informational Text** -can ask and answer questions about key details in the text -can identify the main topic and retell key details -can describe the connections between two event or ideas -can use various text features (e.g., headings, tables of contents, glossaries) to late key facts and information -can use illustrations and details to describe its key ideas -can identify reasons an author gives to support points in a text -can identify basic similarities in and differences between two texts on the same topic	**Leveled Basal Readers & Anthologies** -can read with purpose and understanding -can read with oral accuracy, appropriate rate, and expression -can use context to confirm self-corrected word recognition and understanding **Informational Text** -can ask and answer who, what, when, where, why, and how questions to demonstrate understanding of key details in the text -can identify the main topic of multi-paragraph text as well as the focus of specific paragraphs -can describe the connections between a series of historical events, scientific ideas, or steps in a procedure -can determine the meaning of words and phrases -can use various features to locate key facts and information -can identify the main purpose, including what the author wants to answer, explain or describe -can explain how specific images contribute and clarify a text	

	Literature: Prose & Poetry -can ask and answer questions about the text -can retell stories, including key details, and explain the central message -can describe characters, setting, genre, and major events in a story -can identify words and phrases that suggest feeling or appeal to the senses -can explain major differences between books that tell stories and books that give information -can identify who is telling the story -can use illustration and details in a story to describe its characters, setting, or events -can compare and contrast the adventures and experiences of characters in stories	**Literature: Prose & Poetry** -can ask and answer who, what, where, when, and how questions to demonstrate understanding of key details -can recount stories, including fables and folktales, and determine their central message, lesson, or moral -can describe how characters in a story respond to major events and challenges -can describe how words and phrases supply rhythm and meaning in a story, poem, or song -can describe the overall structure of a story, including how the beginning introduces the story and ending concludes the action -can acknowledge differences in points of view of characters -can use information from the illustrations and words in print to demonstrate understanding of characters setting, or plot -can compare and contrast two or more versions of the same story	
Writing	**Opinion Pieces** -introduce the topic or name the book -state an opinion -supply a reason for the opinion -provide some sense of closure **Explanatory/ Informative Texts** -name a topic -supply some facts -provide some sense of closure **Narratives** -recount two or more appropriately	**Opinion Pieces** -introduce the topic -provide reasons that support opinion -use linking words and reasons to connect opinion and reasons -add a concluding statement **Explanatory/ Informative Texts** -introduce topic -use facts and definitions to develop points -add a concluding statement **Narratives**	

	sequenced events -include some details regarding what happened -use temporal word order (first, then, next) -provide some sense of closure	-recount a well-elaborated event or short sequence of events -include details to describe actions, thoughts, and feelings -use temporal word order (first, then, next) -sense of closure	
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Grammar & Language	-print all upper and lower case letter -use common, proper, possessive nouns -use singular and plural nouns with matching verbs -use verbs to convey past, present, and future -use adjectives -use conjunctions -use articles -use prepositions -can use context as a clue to the meaning of a word or phrase -can use frequently occurring affixes as a	-use collective nouns -use irregular plural nouns (feet, mice, fish) -use reflexive pronouns -use past tense of frequently occurring verbs -use adjectives and adverbs -use complete simple and compound sentences -can use context as a clue to the meaning of a word or phrase -can determine the meaning of a new word formed when a known prefix is added -can use a known root word as a clue to the meaning of an unknown word with the same	

	clue to the meaning of a word -can identify frequently occurring root works -can define words by categories and by one or more key attribute	root -can use the knowledge of the meaning of individual words to predict the meaning of compounds words -can use glossaries and dictionaries to clarify the meaning of words	
Conventions	-capitalization of dates and names of people -use punctuation for sentences -use commas in dates and to separate words in a series -spell untaught words phonetically	-capitalization (holidays, product names, geographic names) -use commas in greetings and closings of letters -use apostrophe to form contractions and frequently occurring possessives -generalize learned spelling patterns when writing words -consult reference materials as needed	
Speaking	-can participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own ideas clearly -can evaluate a speaker's point of view, reasoning, and use of evidence -can present information with supporting evidence -can memorize and recite short passages publicly	-can participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own ideas clearly -can evaluate a speaker's point of view, reasoning, and use of evidence -can present information with supporting evidence -can memorize and recite short passages publicly	

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Counting, Cardinality& Number Sense	**Extend the counting sequence.** - count to 1,000 - skip-count by 2s, 3s, 4s, 5s, 6s, 10s -read and write numbers to 1000 -recognizes cardinal numbers -Roman Numerals I-X **Place Value** -place value models -place value numbers -value of a digit -identify the digit with a particular place value -estimate to the nearest ten / hundred -round to the nearest ten / hundred	**Extend the counting sequence.** - skip-count by 2s,3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s -write numbers up to 1000 in words -ordinal numbers to 100th -Roman Numerals: I-X, L, C **Place Value** -place value models -place value numbers -value of a digit -identify the digit with a particular place value -convert to/from a number -convert between place values -convert from expanded form -estimate to the nearest tens/hundreds/ thousands -estimate sums -rounding – nearest tens or hundred -rounding money amounts

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Operations & Algebraic Thinking	**Addition** -addition with pictures -write addition input/output tables- sums to 20 -add zero -add doubles -add three one-digit numbers -add four or more one-digit numbers -identify repeated addition in arrays: sums to 25 -add multiples of 10 -add two-digit and one-digit numbers with regrouping -add two two-digit numbers with regrouping -add three numbers up to two digits each -add four or more numbers up to two digits each -add multiples of 100 -add two three-digit numbers **Subtraction** -subtraction with pictures -write subtraction sentences up to 18 -subtract zero/all -subtract multiples of 10 -subtract one-digit number from a two-digit number: without regrouping -subtract one-digit number from a two-digit number: with regrouping -subtract two two-digit numbers- without regrouping -subtraction input/output tables up to two digits -subtract multiples of 100 -subtract three-digit numbers **Properties** -addition facts -subtraction facts -fact families -addition, subtraction, multiplication, division terms	**Addition** -add two numbers up to three digits -addition input/output tables- up to three digits -balance addition equations -add three numbers up to three digits -add two numbers up to four digits -add three or more digits with four or more digits -addition: fill in the missing number **Subtraction** -subtract numbers up to three digits -subtraction input/output tables- up to three digits -balance subtraction equations -subtraction: fill in the missing digits **Multiplication** -facts to 12 -missing factors to 12 -multiply by multiples of ten -multiply numbers ending in zeroes -multiply a one-digit number by a larger number -multiply three or more numbers -multiplication input/output tables -box multiplication **Division** -division facts to 5 -division facts to 10 -divide numbers ending in zeroes -divide three-digit numbers -divide larger numbers -divisibility rules for 2, 5, and 10 -division input/output tables **Properties** -commutative property (8+3=11 and 3+8=11) -associative property (2+6+4 = 12 and 2+10 = 12)

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Fractions	**Fractions** -equal parts -halves, thirds, and fourths -identify fractions -which shape illustrates the fraction? -part of a whole -compare fractions using models -order fractions with like numerators -fraction equivalents to whole numbers **Probability & Statistics** -more, less, and equally likely -certain probable, unlikely, and impossible -median, mode, range -interpret graphs to find mean, median, mode	**Fractions** -fraction bars -area models -match unit fractions to models -fraction of number lines -word names for mixed numbers -identify/graph equivalent fractions on number lines -fractions with denominators 10 & 100 -reducing fractions to lowest term -compare fractions using models and number lines -graph and compare fractions with like denominators on number lines -compare fractions in recipes -order fractions with like denominators -add fractions with like denominators using number lines -subtract fractions with like denominators using number lines **Decimals** -word names for decimals -compare decimals order decimals -add/subtract decimals -add three or more decimals

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Measurement & Data	**Measurement** -read a thermometer -measure using an inch/centimeter ruler -which unit of measurement is appropriate? -which unit of weight is appropriate? -choose appropriate measuring tool **Tell and write time.** -tell time in hours and half-hours -match clocks and time -match analog and digital clocks -A.M. and P.M. -elapsed time -read a calendar -number of days in each month -time patterns **Money** -names and values of all coins -count money up to $1 -count money up to $5 -equivalent amounts of money up to $1 -equivalent coins -add/subtract money up to $1 -least number of coins -purchases: do you have enough money- up to $5 -how much more money to make a dollar? -making change **Data & Graphs** -coordinate graph -interpret tally charts -interpret/create bar graphs -interpret/create line plots -interpret/create pictographs -interpret Venn diagrams	**Measurement** -read a thermometer -reasonable temperature -measure using an inch ruler -which customary unit is appropriate? -compare units of length, weight, and volume -which metric unit is appropriate -compare metric units of length, weight, and volume **Time** -read clocks and write time -elapsed time -read a calendar, schedule, timeline -time patterns -convert between hours and fraction of hours **Money** -count coins and bills- up to $5 -purchases: do you have enough? -making change -put money amount in order -add/subtract money amounts -price lists -multiply money amounts -divide money amounts **Data & Graphs** -graph points on the coordinate plane -interpret/create tally charts and tables -interpret/create bar graphs, line plots, line graphs -Venn diagrams

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Geometry	**Identify and describe shapes.** -identify 2-dimensional shapes -identify 3-dimensional shapes -count sides and angles -count edges, vertices, and faces -symmetry -flip, turn, rotate -perimeter -area **Analyze, compare, create, and compose shapes.** -compare shapes be describing their similarities and differences (number of sides, vertices, etc.) -use pattern block and tangrams to compose simple shapes to form larger shapes	**Reason with shapes and their attributes.** -identify 2-dimensional shapes -identify 3-dimensional shapes -count and compare sides, angles, edges, vertices, and faces -symmetry -similar and congruent -reflection rotation, and translation -perimeter -perimeter: find the missing side -area of figures using unit squares -area of rectangles -compare the perimeter of two figures -angles: greater than, less than, or equal to a right angle -lines, line segments, and rays -parallel, perpendicular, intersecting -is it a polygon? -triangles: equilateral, isosceles, and scalene -triangles: acute, right, and obtuse
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Algebra	**Patterns** -identify and create all AB pattern combinations -determine the missing numbers in simple addition and subtractions problems	**Patterns** -identify and create all AB pattern combinations -determine the missing numbers in simple addition and subtractions problems -identify and create 3-dimensional patterns

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Science	**Living & Non Living Things** -can explain how living things need air, water, food, and space -can describe what living things need in difference locations -can describe how non-living things are different from living things **Plants & Animals** -can tell how characteristics of plants and animals can help survival -can identify some plants and animals that are extinct -can tell physical characteristics of plants -can tell some physical characteristics of animals -can explain ways plants and animals grow and change -can explain how groups of living things are alike and different -can explain how plants and animals are like their parents **Earth Science** -can tell that land, water, and living things are found on Earth -can describe the characteristics of rocks and soil -can explain some fast and slow ways Earth changes -can describe ways people use natural resources **Physical Science** -can identify what some objects are made of -can describe matter as a solid, liquid, or gas -can describe matter by its color, size, shape, weight, and texture -can sort like and different objects -can tell how objects are the same and/or different -can identify ways matter can change -can identify ways objects move -can describe the difference between a push or a pull -can describe the downward pull of gravity on objects -can tell how magnets make objects move **Inquiry** -can use tools to make careful observations -can ask questions about the observation of the natural world -can use tools to answer questions about the natural world -can record observation with picture, numbers, or words	**Plants & Animals** -can tell how plants use their parts to meet their needs -can group plants according to their structures -can describe the life cycle of a plant including developing into adults, reproducing, and dying -can tell how a plant closely resembles the plant from which it came -can sort animals according to their structural characteristics and ways of living (mammals, birds, reptiles, amphibians, and fish) -can tell how animals use their body parts to meet their needs -can explain how different animals have different body parts to help them live on land, in water, and in the air -can explain how living things produce offspring that resemble their parents but have individual differences -can describe how the life cycle stages are different for different animals -can tell how some animals change as they grow from baby to adult and that changing structures helps them function in different environments **Environments & Energy** -can tell how an environment is made up of plants and animals and nonliving things, such as soil, water, rocks, and air -can describe that two habitats in which living things meet their needs are a stream habitat and a woodland habitat -can explain how natural and human-made changes can affect the living things in an environment -can describe how living things get energy from food -can describe how food chains and food webs show how energy passes from one living thing to another -can tell how eating healthful foods from each food group gives humans energy and helps them stay healthy **Treasures from Earth** -can tell how rocks and soils have different properties that make them useful in different ways -can describe how weathering and erosion change Earth's surface -can tell how fossils provide clues about plants and animals that lived in the past -can explain how people use resources, such as air, water, soil, rocks, and

	-can make measurements to collect data -can use observations to make comparisons -can tell why it is important to record careful observations -can identify tools to design and build things -can show how tools are used to complete everyday tasks -can show parts of a structure work together to do a job	plants -can tell how people can change the environment in harmful and helpful ways -can tell how people can conserve natural resources by reducing their use of natural resources and recycling and reusing items made from natural resources **Patterns in the Sky** -can explain weather changes in patterns over time -can tell how water moving from Earth to the air and back again is called the water cycle -can tell that weather conditions include precipitation and wind -can tell how the number of daylight hours changes with the seasons -can tell how people and other living things adjust to seasonal changes in weather -can tell how objects in our solar system, such as the Sun, the planets, and the Moon, have properties, locations, and movements that can be observed and described -can explain how Earth's rotation causes day and night; Earth's revolution around the Sun causes the seasons -can tell how the reflection of the Sun's light on the Moon and the Moon's orbit around the Earth change how the Moon looks throughout a month -can tell that a star is a ball of hot gas **Matter & Energy** -can describe objects by their properties -can name the three states of matter -can measure matter and tell how matter takes up space -can put matter together to make a mixture -can change matter from one state to another -can tell how sound is made when matter vibrates -can tell how sound travels differently through different states of matter -can describe the pitch and volume -can describe an object by its position -can tell how force is a push or pull -can show how friction makes an object slow down -can measure motion

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Social Science	**All About Me** -can describe details about myself, interests, and family **Apples** -can describe apples trees in different seasons -can name several different types of apples **Pumpkins** -can describe the life cycle of a pumpkin **Fire Safety** -can explain home and school fire safety **Inventions & Inventors** -can tell what an invention is and name an inventor **African American Leaders & Women in History** -can use "if…then" statements to tell why events occur -can identify important leaders **Celebrations & Traditions** -can explain why events, symbols, and traditions are important **Communities & Careers** -can describe the roles and responsibilities of members of the community **Taking Care of the Earth** -can describe ways to conserve resources	**Me & My Family** -can understand the difference between past and present -can explain various celebrations, traditions, and symbols that are important to a community **Landforms & Continents** -use maps to locate information -can name the seven continents -can name the oceans **Emergency Preparedness & Fire Safety** -can explain what to do in an emergency -know home telephone number and address **Inventors & Innovators** -can explain why an event in important **African American Leaders & Women in History** -identify social structures and leaders and their impact on the community -explain how people manage conflict , promote justice, and general welfare **Communities & Careers** -can describe the roles and responsibilities of members of the community

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The Arts	**Music** Dynamics: Students learn basic musical vocabulary, and practice singing and playing instruments high and low. Tempo: Students learn basic musical vocabulary, and practice singing and playing instruments fast and slow. Instrumentation: Students learn various instruments and experience playing them alone and with others. Singing Students learn various singing styles and existence playing them alone and with others. Application Students apply vocabulary to performer pieces. Performance Students practice and perform a choral concert and a musical theater performance **Art** -Color Theory: primary and secondary colors, color mixing -Design: zentangle patters -Forest Landscapes -Paper Seascapes -Pop-up Pictures -Self Portraits -Step-by-step drawings -Art History: Create art in the style of Matisse, Van Gogh, Keith Haring, Eric Carle, Georgia O'Keefe, Monet, and 8-bit Art	**Music** Dynamics: Students learn musical vocabulary, which allows them to use and analyze dynamics in various pieces of music Tempo: Students learn musical vocabulary, which allows them to use and analyze tempo markings in various pieces of music. Instrumentation: Students learn various instruments and experience playing them alone and with others. Singing Students learn various singing styles and existence playing them alone and with others. Application Students participate in songs and dances which enhance musical knowledge and provide practice applying vocabulary and musical themes to performance Performance Students practice and perform a choral concert and a musical theater performance **Art** -Color Theory: warm and cool color, complimentary colors -Symmetry: Complete the 2nd half of a drawing -Forest Landscapes -Pop-up pictures -Self Portraits -Step-by-step drawings -Silhouettes -Art History: Create art in the style of Matisse, Van Gogh, Keith Haring, Eric Carle, Georgia O'Keefe, Monet, and 8-bit Art