

Dear Families,

We have had another great semester of learning! This letter is to let you know of your student's learning goals for **quarter three**. The information on the back of the letter is meant to help bring parents, teachers and our community together in order to increase your child's success at school. Our teachers have created a list of the priority standards your child will be focusing on for the **third quarter** of the 2019-2020 school year. Please feel free to contact your child's teacher for more information including ways you can help support their learning.

Thank you for being such a wonderful community! We are so grateful to have such amazing student and families.

Sincerely,

David Gourley Elementary



Quarter 3 Priority Standards Kindergarten

Mathematics

K.CC.1

Count to 100 by ones and tens

K.NBT.1

Work with numbers 11-19 for a foundation in place value. Identify each teen number as a group of tens and some more ones. Ex 13 is 1 ten and 3 ones

K.G.2

Correctly name 2D and 3D shapes

K.G.6

Compose simple shapes to form larger shapes

Literacy Reading Foundational Skills

K.RF.3

Read letters, sight words, and CVC words

K.RL.2

Retell a story include details from the story

K.RL.3

Tell about character, setting, and major events

K.L.1

Write name, letters, and CVC words

Quarter 3 Priority Standards **First Grade**

ELA

1.RI.1 Ask and answer questions about key details in a text.

1.RF.3 Know and apply grade level phonics and analysis skills in decoding words. Know final -e and common vowel team conventions for representing long vowel sounds.

Mathematics

1.NBT.3

Compare two-two digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.4

Use place value understanding and properties of operations to add and subtract.

Quarter 3 Priority Standards **Second Grade**

ELA

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

W.2.1 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.

MATH

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *For example, if you have 2 dimes and 3 pennies, how many cents do you have?*

2.NBT.7 Add and subtract within 1,000 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, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.

Quarter 3 Priority Standards Third Grade

MATH

3.NF.A.1 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 $1/b$.

3.NF.A.2.A Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as a 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

3.NF.A.3.A Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.A.3.B Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model

3.NF.A.3.C Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram

3.NF.A.3.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

3.G.A.1 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

3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 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

3.MD.A.1 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

3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units)

3.MD.D.8 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

ELA

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RI.3.3 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.

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RL.3.2 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.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Quarter 3 Priority Standards **Fourth Grade**

ELA

4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.

4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI.8: Explain how an author uses reasons and evidence to support particular points in a text.

Math

Number & Operations in Base Ten

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations-Fractions

4.NF.1 Explain why a fraction is equivalent to a fraction by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $<$; $=$; $>$.

Operations & Algebraic Thinking

4.OA.2 Divide to solve word problems involving multiplicative comparisons.

4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.

4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Quarter 3 Priority Standards **Fifth Grade**

ELA

RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)

W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Math

NF 2: Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by, *for example, 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.

NF 3: Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve real-world problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, through the use of visual fraction models or equations to represent the problem

NF 6: Solve real-world problems involving multiplication of fractions and mixed numbers

G 1: 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 zero on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

a. Using quadrant one on the coordinate plane, understand that the first number in a coordinate pair indicates how far to travel from the origin in the direction of the horizontal axis, and the second number indicates how far to travel in the direction of the vertical axis, with the convention that the names of the two axes and the coordinates correspond (x-axis and x-coordinate, y-axis and y-coordinate).

G 2: 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

Quarter 3 Priority Standards **Sixth Grade**

ELA

Reading: Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Reading: Informational Text Standard 2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Reading: Informational Text Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

Writing Standard 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Math

Standard 6.EE.4 Identify when two expressions are equivalent. *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number, regardless of which number y represents.*

Standard 6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

Standard 6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

