

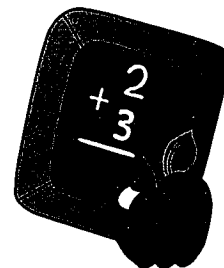


Dear Parents/Guardians:

We are so excited to be a part of educating your child. With all of the challenges we are facing this year, it is even more important to have learning goals set for our students. Each quarter our grade levels choose to focus on priority standards that are necessary for your child to be successful in Math and Language Arts. You will receive an update of the priority standards each quarter. The information is meant to help bring parents, teachers, and our community together in being involved in your child's success at school. On the back side of this page you will find a list of the priority standards that your child's grade level teachers will be focusing on for the first quarter of the 2020-2021 school year. Please feel free to contact your child's teacher for more information and ways you can help support their learning.

Thank you for being such a wonderful community, we are so grateful to have such amazing students and families.

Sincerely,
David Gourley Elementary



Quarter 1 Priority Standards Kindergarten



Mathematics

Know number names and the counting sequence (K.CC.1-3)

*K.CC.3 Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 represents a count of no objects). (up to 9)

Count to tell the number of objects (K.CC.4-5)

*K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. (up to 9)

Identify and compare quantities of objects and numerals (K.CC.6-7)

*K.CC.6 Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects. (up to 5)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from (K.OA.1-5)

*K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing. (up to 5)

Literacy

READING FOUNDATIONAL SKILL Print Concepts RF 1. Demonstrate understanding of the organization and basic features of print.

RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.

WRITING Text Types and Purposes W 3. 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.

SPEAKING AND LISTENING Comprehension and Collaboration SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL 2. 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.

SL 3. Ask and answer questions in order to seek help, get information, or clarify, something that is not understood.

Estándar de prioridad del primer trimestre de jardín de infantes

Matemáticas

Conocer los nombres de los números y la secuencia de conteo (K.CC.1-3)

* K.CC.3 Leer y escribir números usando numerales de base diez del 0 al 20. Representar un número de objetos con un número escrito, dentro o fuera de secuencia (0 representa un recuento de ningún objeto). (hasta 9)

Cuenta para saber el número de objetos (K.CC.4-5)

* K.CC.4 Comprender la relación entre números y cantidades; conecte el conteo con la cardinalidad. (hasta 9)

Identificar y comparar cantidades de objetos y números (K.CC.6-7)

* K.CC.6 Usar estrategias de emparejar o contar para identificar si la cantidad de objetos en un grupo es mayor, menor o igual que la cantidad de objetos en otro grupo. Incluya grupos con hasta diez objetos. (hasta 5)

Entender la suma como juntar y sumar, y entender la resta como separar y quitar (K.OA.1-5)

* K.OA.3 Descomponer números menores o iguales a 10 en pares de más de una manera usando objetos o dibujos. Registra cada descomposición mediante un dibujo. (hasta 5)

Literatura

HABILIDADES FUNDAMENTALES DE LECTURA Conceptos de impresión RF 1. Demostrar comprensión de la organización y las características básicas de la impresión.

RF 3. Conocer y aplicar la fonética y las habilidades de análisis de palabras a nivel de grado en la decodificación de palabras.

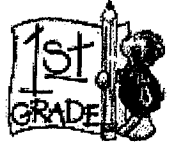
ESCRIBIR Tipos de texto y propósitos W 3. Usar una combinación de dibujo, dictado y escritura para narrar un solo evento o varios eventos vagamente vinculados, contar los eventos en el orden en que ocurrieron y dar una reacción a lo que sucedió.

HABLAR Y ESCUCHAR Comprensión y colaboración SL 1. Participar en conversaciones colaborativas con diversos compañeros sobre temas y textos de kindergarten con compañeros y adultos en grupos pequeños y grandes.

SL 2. Confirmar la comprensión de un texto leído en voz alta o información presentada oralmente o por otros medios haciendo y respondiendo preguntas sobre detalles clave y solicitando aclaraciones si algo no se entiende.

SL 3. Hacer y contestar preguntas para buscar ayuda, obtener información o aclarar algo que no se entiende.

Quarter 1 Priority Standards 1st Grade



Mathematics:

OA.1

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.

OA. 6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction; creating equivalent but easier or known sums.

Literacy

1.RF.3

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

b. Decode regularly spelled one-syllable words.

1.RL.1

Ask and answer questions about key details in a text.

Quarter 1 Priority Standards 2nd Grade



Mathematics

2 NBT :3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.

OA2.2Fluently add and subtract within 20.

Literacy

ELA- RL-2.1Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

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

Writing-W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Quarter 1 Priority Standards 3rd Grade



Mathematics

- 3.NBT.1 - Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.2 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.

(Start Teaching Term 2 priority Standards)

- 3.OA.1 - Interpret the products of whole numbers, such as interpreting 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
- 3.OA.3 - Use **multiplication** and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. For example, use drawings and equations with a symbol for the unknown number to represent the problem.

Literacy

- CCSS.ELA-LITERACY.RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RI.3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.

Quarter 1 Priority Standards 4th Grade



Mathematics

4.OA.1 Interpret a multiplication equation as a comparison, (for example, interpret $35=5\times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.)

Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Multiply or divide to *solve word problems* involving multiplicative comparison, for example, by using *drawings* and equations with a symbol for the unknown number to represent the problem, *distinguishing multiplicative comparison from additive comparison.*

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 whole remainders must be interpreted. (division and interpreting remainders in Quarter 2)

4.NBT.1 Recognize that in a multi-digit whole number, *a digit in one place represents ten times what it represents in the place to its right.* For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

4.NBT.2 *Read and write* multi-digit whole numbers using *base-ten numerals, number names and expanded form.* *Compare two multi-digit numbers* based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

4.NBT.3 Use place value understanding to *round* multi-digit whole numbers to any place.

4.NBT.4 *Fluently add subtract multi-digit whole numbers* using the standard algorithm.

4.NBT.5 *Multiply a whole number of up to four digits by a one-digit whole number*, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. *Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*

Literacy

RL 4.1 Refer to *details and examples* in a text *when explaining what a text says explicitly* and when drawing inferences from the text.

RL 4.2 Determine a theme of a story, drama or poem from details in the text; *summarize the text.*

RL.4.3 *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).

RL 4.4 *Determine the meaning of words and phrases* as they are used in a text, including those that allude to significant characters found in mythology.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between *first- and third-person narrations.*

RL.4.7 *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.

RI 4.1 Refer to *details and examples* in a text *when explaining what the text says explicitly* and when drawing inferences from the text.

RI 4.2 Determine the main idea of a text and explain how it is supported by key details; *summarize the text.*

RI.4.4 Determine the meaning of general *academic and domain-specific words and phrases* in a text relevant to a grade 4 topic or subject area.

RI.4.5 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.

RI.4.7 *Interpret information presented visually*, orally, or quantitatively and *explain how the information contributes to an understanding of the text* in which it appears.



Mathematics

NBT 3: Read, write, and compare decimals to thousandths.

NBT 5: Fluently multiply multi-digit whole numbers using the standard algorithm.

NBT 7: 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. In this standard, dividing decimals is limited to a whole number dividend with a decimal divisor or a decimal dividend with a whole number divisor. Compare the value of the quotient on the basis of the values of the dividend and divisor.

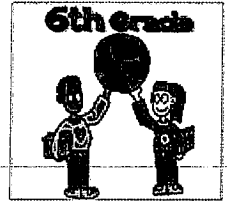
Literacy

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

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

W 5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Quarter 1 Priority Standards 6th Grade



Mathematics

6.NS.1 Interpret and compute quotients of fractions. a. Compute quotients of fractions by fractions, for example, by applying strategies such as visual fraction models, equations, and the relationship between multiplication and division, to represent problems. b. Solve real-world problems involving division of fractions by fractions. For example, how much chocolate will each person get if three people share $\frac{1}{2}$ pound of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mile and area $\frac{1}{2}$ square mile? c. Explain the meaning of quotients in fraction division problems. For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$)

6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. a. Fluently divide multi-digit decimals using the standard algorithm, limited to a whole number dividend with a decimal divisor or a decimal dividend with a whole number divisor. b. Solve division problems in which both the dividend and the divisor are multi-digit decimals; develop the standard algorithm by using models, the meaning of division, and place value understanding.

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (for example, temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of zero in each situation.

Literacy

RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W 4 is also a component when determining proficiency).