



LANGUAGE ARTS

Reading Standards for Literature	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> • Able to identify parts of a story • Reads variety of sources • Reading comprehension skills <ul style="list-style-type: none"> ○ main idea ○ finding details ○ cause and effect ○ making inferences ○ making predictions ○ context clues ○ making connections • Analyzes characteristics of different genres • Summarize and identify the beginning, middle and end of a story. • Reads to increase knowledge 	<ul style="list-style-type: none"> • Waseca Reading Cabinets • Orton Gillingham Lesson sequence • Beginning Reading sets in sequence <ul style="list-style-type: none"> ○ Primary Phonics ○ SRA ○ Specific Skills Series ○ A-Z Reading ○ Return to the Classics ○ Junior Great Books • Readworks • Read-alouds • Poetry • Reading For Comprehension task cards and card material • Word reading - pink, blue, green series • Sentence reading (building sentences with grammar Box cards) • Guided Reading groups and literature circles
State Standards Alignment	
<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> • RL .1 .1 Ask and answer questions about key details in a text. • RL .1 .2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • RL .1 .3 Describe characters, settings, and major events in a story, using key details • RL .2 .1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL .2 .2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RL .2 .3 Describe how characters in a story respond to major events and challenges. • RL .3 .1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 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. • RL .3 .3 Describe characters in a story and explain how their actions contribute to the sequence of events . • RL .3 .4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. • RL .3 .5 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. • RL .3 .6 Distinguish their own point of view from that of the narrator or those of the characters. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RL .1 .4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • RL .1 .5 Explain major differences between books that tell stories and books that give information. • RL .1 .6 Identify who is telling the story at various points in a text. • RL .2 .4 Describe how words and phrases supply rhythm and meaning in story, poem, or song. • RL .2 .5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action. • RL .2 .6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	

- RL .3 .4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.
- RL .3 .5 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.
- RL .3 .6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Ideas and Analysis

- RL .1 .7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL .1 .8 Not applicable to literature.
- RL .1 .9 Compare and contrast the adventures and experiences of characters in stories.
- RL .2 .7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL .2 .8 Not applicable to literature.
- RL .2 .9 Compare and contrast two or more versions of the same story by different authors or from different cultures.
- RL .3 .7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story .
- RL .3 .8 Not applicable to literature.
- RL .3 .9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity

- RL .1 .10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.
- RL .2 .1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL .2 .2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL .2 .3 Describe how characters in a story respond to major events and challenges.
- RL .2 .10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.
- RL .3 .10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.

Reading Standards for Informational Text	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view, perspective, or purpose shapes the content and style of a text • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. 	<ul style="list-style-type: none"> • Beginning reading series <ul style="list-style-type: none"> ○ A-Z reading ○ SRA ○ Waseca Biome Readers • Scholastic Readers • Readworks • Read-alouds • Graphic Organizers • Cultural and Science nomenclature (three-part cards) • Geometry nomenclature (three-part cards) • Shared Reading • Silent Reading • Vertical and Horizontal Timelines • Fundamental Needs • Timeline of Life Booklets • Supplementary Test Preparation materials to reinforce standards • Read to Achieve Portfolio Passages
State Standards Alignment	
<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> • RI .1 .1 Ask and answer questions about key details in a text. • RI .1 .2 Identify the main topic and retell key details of a text. • RI .1 .3 Describe the connection between two individuals, events, ideas, or pieces of information in a text • RI .2 .1 Ask 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 multi-paragraph text as well as the focus of specific paragraphs within the text. • RI .2 .3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI .3 .1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI .3 .2 Determine the main idea of a text; recount the key details and explain how they support the main idea. • 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. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RI .1 .4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • RI .1 .5 Know and use various text features to locate key facts or information in a text. • RI .1 .6 Distinguish between information provided by pictures or other illustrations and information provided by the word. • RI .2 .4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. • RI .2 .5 Know and use various text features to locate key facts or information in a text efficiently. • RI .2 .6 Identify the author’s main purpose of a text, including what the author wants to answer, explain, or describe. • RI .3 .4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. • RI .3 .5 Use text features and search tools to locate information relevant to a given topic efficiently. • RI .3 .6 Distinguish their own point of view from that of the author of a text. <p>Integration of Ideas and Analysis</p> <ul style="list-style-type: none"> • RI .1 .7 Use the illustrations and details in a text to describe its key ideas. • RI .1 .8 With guidance and support, identify the reasons an author gives to support ideas in a text. 	

- RI .1 .9 Identify basic similarities in and differences between two texts on the same topic.
- RI .2 .7 Explain how specific images contribute to and clarify a text.
- RI .2 .8 Identify the reasons an author gives to support ideas in a text.
- RI .2 .9 Compare and contrast the most important points presented by two texts on the same topic.
- RI .3 .7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- RI .3 .8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.
- RI .3 .9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Complexity

- RI .1 .10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for a sustained period.
- RI .2 .10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.
- RI .3 .10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.

Reading Foundational Skills	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> ● Develop Phonological awareness letter-sound knowledge for decoding ● Use word recognition strategies ● Read with fluency and understanding in text independently ● Learn comprehension skills ● Recognize age appropriate sight (red) words ● Demonstrate logical expression ● Handwriting ● Demonstrates correct pencil grip, left to right, top to bottom ● Demonstrates understanding of margins, writing a paragraph ● Legible cursive writing with correct letter formation 	<ul style="list-style-type: none"> ● OG Scope and Sequence ● Word study tower cards ● Waseca Reading cabinets ● Grammar Boxes and command cards ● Metal Insets ● Making margins, illustrations or decorations on plain paper ● Cursive Board ● Cursive practice books/card work ● Miniature environments ● Card work (CVC, Blends, digraphs, phonemes) ● Spelling curriculum <ul style="list-style-type: none"> ○ Words their Way, How to Teach Spelling ○ Instructional Level Spelling ● Sound games (I Spy) ● Sandpaper letters ● Moveable alphabet ● Beginning level readers introduced in Sequence <ul style="list-style-type: none"> ○ Primary Phonics ○ A-Z Reading fluency passages ● Word study tower cards ● Waseca cursive materials ● Cursive Board ● Cursive practice books/card work ● Re-creation of charts ● Language objects ● Reading For Comprehension task cards (by Educational Insights)
State Standards Alignment	
<p>STANDARDS: Distinguish long and short vowel sounds</p> <p>Print Concepts</p> <ul style="list-style-type: none"> ● RF .1 .1 Demonstrate understanding of the organization and basic features of print . a . Recognize and use capitalization and ending punctuation. ● RF .1 .2 Print all upper- and lowercase letters legibly. ● RF .2 .2 Print all upper- and lowercase letters legibly and proportionally. <p>Handwriting</p> <ul style="list-style-type: none"> ● RF .3 .2 Create readable documents with legible handwriting (manuscript and cursive). <p>Phonological Awareness</p> <ul style="list-style-type: none"> ● RF .1 .3 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). <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● RF .1 .4 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. 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. <p>Fluency</p> <ul style="list-style-type: none"> ● RF .1 .5 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 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.
- RF.2.5 Read with sufficient accuracy and fluency to support comprehension.
 - 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.
- RF .2 .5 Know and apply grade-level phonics and word analysis skills in decoding words.
 - A . Know 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.
- RF .3 .4 Know and apply grade-level phonics and word analysis skills in decoding words .
 - a . Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b . Decode words with common Latin suffixes.
 - c . Decode multisyllabic words.
 - d . Read grade-appropriate irregularly spelled words.

Writing	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> • Compose original text in research and writing • Apply conventions of written language using appropriate mechanics • Applies correct grammar usage to communicate clearly in writing • Evaluate own/peer writing • Use writing in research 	<ul style="list-style-type: none"> • Journal Prompts • Four square writing • Graphic organizers • Cultural/science booklets with nomenclature and descriptions • Research opportunities in all curriculum areas • Word Study tower cards • Dictation • Picture cards matching cards • Story Prompts • Sequencing cards • Letter writing, Invitation writing • Library skills • Dictionary/Thesaurus Skills and Encyclopedia Skills • 6-trait writing lessons • Paired Reading/ Read Aloud opportunities, JGB • Sentence Analysis • History of Writing • Editing practice work • Figurative language lessons • Hill Write lessons • Technology Integrations: Digital literacy, typing, research) • Waseca Biome Readers
State Standards Alignment	
<p>Text Types, Purposes, and Publishing</p> <ul style="list-style-type: none"> • 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 closure. <ul style="list-style-type: none"> a . With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b . 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. • W .1 .2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. <ul style="list-style-type: none"> a . With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b . 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. • W .1 .3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. <ul style="list-style-type: none"> a . With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b . 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. • W .1 .4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers. • 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 to connect opinion and reasons, and provide a concluding statement or section. <ul style="list-style-type: none"> a . With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b . With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W .2 .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. <ul style="list-style-type: none"> a . With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b . With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 	

- W .2 .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 transition words to signal event order, and provide a sense of closure.
 - a . With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b . With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W .2 .4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.
- W .3 .1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - c . Provide reasons that support the opinion.
 - d . Use linking words and phrases to connect opinion and reasons.
 - e . Provide a concluding statement or section.
 - f . With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.
- W .3 .2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly .
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - c . Develop the topic with facts, definitions, and details.
 - d . Use linking words and phrases to connect ideas within categories of information.
 - e . Provide a concluding statement or section.
 - f . With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.
- W .3 .3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - c . Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - d . Use temporal transition words and phrases to signal event order.
 - e . Provide a sense of closure.
 - f . With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.
- W .3 .4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

Research

- W .1 .5 Participate in shared research and writing projects.
- W .1 .6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W .2 .5 Participate in shared research and writing projects.
- W .2 .6 Recall information from experiences or gather information from provided sources to answer a question.
- W .3 .5 Conduct short research projects that build knowledge about a topic.
- W .3 .6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Fluency

- RF .3 .5 Read with sufficient accuracy and fluency to support comprehension .
 - 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.

Speaking and Listening		
Skill Developed	Lesson/ Materials	
<ul style="list-style-type: none"> ● Can communicate thoughts and feelings into spoken words ● Can listen and engage actively ● Listens and speaks to gain knowledge ● Speaks clearly and appropriately to different audiences 	<ul style="list-style-type: none"> ● Book Reports ● Cultural Reports ● Poetry Reading ● Classroom celebrations ● Class meetings ● Literature circles - collaborative conversations 	<ul style="list-style-type: none"> ● Oral language games ● Skit / dramas ● Book Reports ● Cultural Reports ● Poetry Reading ● Grammar box command cards ● Dictation
State Standards Alignment		
Collaboration and Communication		
<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> a . Follow agreed-upon rules for discussions. 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. ● SL .1 .2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● SL .1 .3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● SL .2 .1 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. 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. ● SL .2 .2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● SL .2 .3 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. ● SL .3 .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. <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. 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. ● SL .3 .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. ● SL .3 .3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 		
Presentation of Knowledge and Ideas		
<ul style="list-style-type: none"> ● SL .1 .4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● SL .1 .5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● SL .2 .4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences. ● 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. ● SL .3 .4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace. ● SL .3 .5 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. 		

Conventions	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> ● Identifies spelling errors in written work ● Uses grade appropriate spelling in daily written work ● Grammar and Sentence Analysis ● Identifies parts of speech and their function ● Follows rules for singular and plural ● Classifies nouns by gender, proper/common and concrete/abstract qualities ● Identifies positive, comparative and superlative form of adjectives ● Conjugates verbs in past, present and future ● Identifies personal pronouns ● Acquires extensive vocabulary through reading and word study <ul style="list-style-type: none"> ○ Compound words ○ Suffix ○ Prefix ○ Antonyms ○ Synonyms ○ Homophones ○ Homonyms ○ Homographs ○ Contractions ○ Possessives ○ Classification ○ Guide words ○ Dictionary ○ Thesaurus 	<ul style="list-style-type: none"> ● Word Study Tower ● Grammar boxes and card work ● Verb conjugation material ● Mechanics lessons in albums ● Spelling curriculum <ul style="list-style-type: none"> ○ Instructional Level Spelling ○ Words Their Way ● Orton Gillingham Curriculum ● Red Words/Sight Words ● Lessons with the Moveable Alphabet ● Pink, Blue, and Green Series ● Waseca Reading Cabinets ● Sentence Analysis Lessons ● Dictation ● Editing passages
State Standards Alignment	
Represent and Interpret Data	
○	

Geometry	
Skill Developed	Lesson/ Materials
<p>Geometry</p> <ul style="list-style-type: none"> • Shapes nomenclature • Identify, extend and create patterns • Concepts of point, line, surface, solid • Relationship between figures • Study of 2 dimensional and 3 dimensional shapes • Use words and numbers to describe the size of objects • Comparing and sorting objects • Combining shapes to make new shapes • types of angles • measuring angles 	<p>Geometry</p> <ul style="list-style-type: none"> • Geometry cabinet • Geometric Solids • Constructive triangles for congruency and equivalency • Nomenclature material for all topics • Box of sticks for presentations and follow-up • Fraction insets for congruency, similarity and equivalency • Montessori protractor for measuring angles and fractions • Regular protractor for measuring angles • Geometry Task Cards • Yellow area material • Work with a ruler - objects for measuring
State Standards Alignment	
<p>Reason with Shapes and their attributes</p> <ul style="list-style-type: none"> • NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes • NC.1.G.2 Compose 2 or 3 dimensional shapes to create a composite shape and compose new shapes from the composite shape. • NC.1.G.3 Put together two pieces to make a shape that relates to the whole using words such as halves, fourths, quarters • NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes. • NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares. • NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares. <ul style="list-style-type: none"> ◦ Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of. ◦ Describe the whole as two halves, three thirds, four fourths. ◦ Explain that equal shares of identical wholes need not have the same shape. • NC.3. G.1 Reason with two-dimensional shapes and their attributes <ul style="list-style-type: none"> ◦ Investigate, describe and reason about composing triangles and quadrilaterals and decomposing quadrilaterals ◦ Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids 	

Problem Solving	
Skill Developed	Lesson/ Materials
Problem Solving <ul style="list-style-type: none"> • One step problems with all operations • Multi-step problems with addition and subtraction • Word problems with time, money, place value, numeration and estimation. 	Problem Solving <ul style="list-style-type: none"> • Word problems cards • Various Task Cards (teacher made, ETC)
State Standards Alignment	
Applied to meet all standards.	