

Roosevelt School Family
Power Standards
2010-2011
Planting The Seeds To Success

Pre-Kindergarten Essentials:

Social:

Begin conflict resolution

Increase listening behaviors, "How to be a good listener"

Reading:

Love of books

Read, Write, & recognize name, letters in their name

Upper/Lower case letters – Similarities & Differences

Exposure to all letters

Exposure to Rhyme, song & movement

Systematic change from free play to structure play

Environmental Print

Book Handling skills

Math:

Number/Letter Differences

Shapes

Colors

Sizes

Attributes

Sequencing

Kindergarten Essentials:

Math:

- N.ME.00.01 Count whole numbers and recognize objects are in sets up to 30
- N.ME.00.02 Use 1 to 1 correspondence – same number, more than, less than
- N.ME.00.04 Read & write numerals to 30, Connect them to quantities
- N.ME.00.05 Count Orally to 100 by ones, Count to 30 by 2's, 5's, and 10's
- N.MR.00.08 Describe and make drawings to represent situations/stories involving putting together, taking apart for totals up to 10, use finger and objects to count
- N.MR.00.09 Record math thinking by writing simple addition & subtraction sentences
- N.MR.00.10 Create, describe, and extend simple number patterns
- M.UN.00.01 Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year)
- M.TE.00.02 Identify tools that measure time (Clocks, calendars, analog/digital)
- M.UN.00.04 Compare 2 or more objects by length, weight, & capacity (Shorter, longer, etc.)
- G.GS.00.03 Create, describe, and extend simple geometric patters (& color)
- *Identify money, penny, nickel, dime, & quarter

Reading:

- R.WS.00.01 Demonstrate phonemic awareness (Including blending & deletion)
- R.WS.00.02 Recognize that words are composed of sounds blended together & carry meaning
- R.WS.00.03 Understand the alphabetic principle – that sounds in words are expressed by letters of the alphabet
- R.WS.00.05 Students have begun to associate letters & sounds, initial & final consonants
- R.WS.00.06 Recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically
- R.WS.00.10 Know the meanings of words encountered frequently in Kindergarten in oral language contexts (grade level vocabulary lists to be developed)
- R.NT.00.03 Discuss simple story elements in narrative text – setting, characters, & events
- R.CM.00.01 Activate prior knowledge
- R.CM.00.03 Retell up to 3 events from familiar text using their own words or phrasing.
- R.AT.00.02 Choose books, book activates, word play, and writing on their own during free time in school and at home.

Writing:

- W.GN.00.01 Write a brief personal narrative using pictures, words, word like clusters, and/or sentences as support
- W.PR.00.03 Use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures & drawings.
- W.SP.00.01 Spell a small number (about 18) of frequently encountered words
- W.SP.00.02 For other words, rely on structural cues (beg. & end sounds) and environmental sources (word walls and word lists)
- W.HW.00.01 Form upper and lower case letters
- W.HW.00.02 Leave space between words and word like clusters of letters
- W.HW.00.03 Write from left to right and top to bottom

Speaking:

- S.CN.00.04 Be aware that language differs from playground and classroom as a function of linguistic and cultural group memberships
- S.DS.00.02 Briefly tell/retell about – familiar experiences (including at least characters, setting, & events) and interests (including at least topic and key details)

Listening:

- L.CN.00.01 Understand and follow 1 and 2 step directions
- L.CN.00.03 Listen to each other & interact & respond appropriately
- L.RP.00.03 Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections

First Grade Essentials:

Math:

- N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's starting from any number in the sequence; count to 500 by 100's and 10's; use ordinal to identify position in a sequence
(1st, 2nd, 3rd)
- N.ME.01.02 Read & write numbers to 110 and relate them to the quantities they represent
- N.ME.01.03 Order numbers to 110; compare using the phrases: same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order
- N.ME.01.07 Compose and decompose numbers to 30 including bundles of tens and unites (24 is 2 tens and 4 ones)
- N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10
*TEACH VOCABULARY – Fact Families, Turn Around Facts
- N.FL.01.12 Know all the addition facts up to 10 +10, and solve the related subtraction problems fluently.
- M.UN.01.02 Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.
- M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour
- M.UN.01.04 Identify the different denominations of coins and bills
- D.RE.01.02 Read and interpret pictographs

Reading:

- R.WS.01.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.01.02 Recognize that words are composed of sounds blended together and carry meaning
- R.WS.01.03 Understand the alphabetic principle – that sounds in words are expressed by the letters of the alphabet
- R.WS.01.04 Use structural cues to recognize one-syllable words, blends, and consonant diagraphs - letter/sound – onset & rimes – whole word chunks – word families – diagraphs *th, ch, sh*
- R.WS.01.05 Recognize grade 1 frequently encountered words in print and out of context automatically
- R.WS.01.06 Be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns
- R.WS.01.09 Know the meaning of words encountered frequently in grade 1 reading and oral language contexts
- R.WS.01.10 Grade level vocabulary lists to be developed
- R.WS.01.12 Use context cues, mental pictures, and questioning
- R.FL.01.01 Automatically recognize identified grade 1 high frequency words in or out of text
- R.NT.01.03 Identify problem, solution, sequence of events, and sense of story (beg, middle, and end)

R.CM.01.02 Connect personal knowledge and experience to ideas in texts

R.CM.01.03 Retell up to 3 important ideas and details of familiar simple oral and written text in sequence.

R.CM.01.04 Make text to self and text to text connections and comparisons

Writing:

W.GN.01.01 Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate sequence of events, sense of story (beginning, middle, and end) and physical features of characters

W.PR.01.02 Write 3 or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word

Second Grade Essentials:

Math:

- N.ME.02.01 Count to 1000 by 1's, 10's, and 100's starting from any number in the sequence
- N.ME.02.02 Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent
- N.ME.02.03 Compare and order numbers to 1000; use the symbols $>$ and $<$
- N.ME.02.04 Count orally by 3's and 4's starting with 0, and by 2's, 5's, and 10s starting from any number
- N.ME.02.05 Express numbers up to 1000 using place value, i.e. 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials
- N.FL.02.06 Decompose 100 into addition pairs, e.g. $100 = 99 + 1 = 98 + 2$
- N.MR.02.07 Find the distance between numbers on the number line (How far is 79 from 26?)
- N.MR.02.08 Find missing values in open sentences ($42 + \underline{\quad} = 57$) Use relationship between addition and subtraction
- N.MR.02.09 Given a contextual situation that involves addition & subtraction for numbers up to 2 digits; model using objects or pictures, explain in words, record using numbers and symbols; solve
- N.FL.02.10 Add fluently 2 numbers up to 2 digits each, using strategies including formal algorithms; subtract fluently 2 numbers up to 2 digits each
- N.FL.02.11 Estimate and calculate the sum of 2 numbers with 3 digits that do not require regrouping
- N.FL.02.12 Calculate mentally sums and differences involving: 3 digit numbers and ones; 3 digit numbers and tens; 3 digit numbers and hundreds
- N.MR.02.13 Understand multiplication as the result of counting the total number of objects in a set of equal groups (3×5 gives the number of objects in 3 groups of 5 objects or $3 \times 5 = 5 + 5 + 5 = 15$)
- N.MR.02.14 Represent multiplication using area and array models
- N.MR.02.15 Understand division as another way of expressing multiplication, using fact families within the 5×5 multiplication table; emphasizing that division "undoes" multiplication ($2 \times 3 = 6$ can be rewritten as 6 divided by 2 = 3)
- N.FL.02.17 Develop strategies for fluently multiplying numbers up to 5×5
- N.ME.02.18 Recognize name, and represent commonly used unit fractions with denominators 12 or less; model $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ by folding strips
- N.ME.02.19 Recognize, name, and write commonly used fractions: $\frac{1}{2}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$
- N.ME.02.20 Place 0 and halves ($\frac{1}{2}$, $1 \frac{1}{2}$, $2 \frac{1}{2}$) on the number line; relate to a ruler
- N.ME.02.21 For unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$, understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.
- N.ME.02.22 Recognize that fractions such as $\frac{2}{2}$, $\frac{3}{3}$, and $\frac{4}{4}$ are equal to the whole

- M.UN.02.01 Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit using abbreviations: cm, m, in, ft, yd
- M.PS.02.02 Compare lengths, add and subtract lengths (no conversion of units)
- M.UN.02.03 Measure area using non-standard units to the nearest whole unit
- M.TE.02.04 Find the area of a rectangle with whole number side lengths by covering with unit squares and counting; or by using a grid of unit squares; write the area as a product
- M.UN.02.05 Using both AM and PM, tell and write time from the clock in 5 minute intervals. Show times by drawing hands on clock face
- M.UN.02.06 Use the concept of duration of time (I.E. -determine what time it will be half an hour from 10:15)
- M.UN.02.07 Read and write amounts of money using decimal notation (\$1.15)
- M.PS.02.08 Add and subtract money in mixed units (I.E. - \$2.50 + 60 cents)
- M.UN.02.09 Read temperature using the scale on a thermometer in degrees Fahrenheit
- M.PS.02.10 Solve simple word problems involving length and money
- G.GS.02.01 Identify, describe, and compare familiar 2-dimensional and 3-dimensional shapes such as triangles, rectangles, squares, circles, semi-circles, spheres, and rectangular prisms.
- G.GS.02.02 Explore and predict the results of putting together and taking apart 2-dimensional and 3-dimensional shapes.
- G.GS.02.03 Draw rectangles and triangles, and compute perimeters by adding lengths or sides, recognizing the meaning of perimeter
- G.GS.02.04 Distinguish between curves and straight lines and between curved surfaces and flat surfaces
- G.GS.02.05 Classify familiar plane and solid object, i.e. square, rectangle, rhombus, cube, pyramid, prism, cone, cylinder, and sphere, by common attributes such as shape, size, color; roundness, or number of corners and explain which attributes are being used for classification
- G.TR.02.06 Recognize that shapes that have been slid, turned or flipped are the same shape (A square rotated 45 degrees is still a square)
- G.LO.02.07 Find and name locations using simple coordinate systems such as maps and first quadrant grids
- D.RE.02.01 Make pictographs using a scale representation, using scales where symbols equal more than one
- D.RE.02.02 Read and interpret pictographs with scale factors of 2 and 3
- D.RE.02.03 Solve problems using information in pictographs

Reading:

- R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion
- R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning
- R.WS.02.03 Understand the alphabetic principle – that sounds in words are expressed by the letters of the alphabet

- R.WS.02.04 Use structural cues to recognize and decode words with long and shore vowels, consonant diagraphs, and irregular vowels in isolation and in context (letter/sound, onset & rimes, whole word chunks, word families, long & short vowels, diagraphs *wh, ph*, and irregular vowels *ei, ie, ea, ue*.
- R.WS.02.05 Recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation
- R.WS.02.06 Make progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in Grade 3
- R.WS.02.08 use strategies to identify unknown words and construct meaning – reread a sentence or paragraph when meaning is unclear, use context as a basis for predicting meaning of unfamiliar words, increase bank of known sight words, and use subvocalization to sound out unknown words
- R.WS.02.09 Internalize previously learned skills and strategies
- R.WS.02.10 Use syntactic and semantic cues (reading context, picture clues, prefixes *r-, un-*, suffixes *-s, -ed, -ing* to determine the meaning of words
- R.WS.02.11 Know the meaning of words encountered frequently in grade 2 reading and oral language contexts
- R.WS.02.12 Determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources
- R.WS.02.13 Use context clues, mental pictures, questioning
- R.NT.02.02 Identify and describe a variety of genre including poetry, fantasy, legends, an drama
- R.NT.02.03 Identify and describe character’s actions & motivations, setting (time & place), problem/solution, and sequence of events
- R.NT.02.04 Identify and explain how authors/illustrators use literary devices such as illustrations to depict major story events, title, and comparisons (metaphor/simile) to reveal characters’ thoughts and actions
- R.NT.02.05 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

(R.NT.02.02 – R.NT.02.05 are MEAP topics)

- R.IT.02.02 Discuss informational text patterns – sequential and enumerative
- R.IT.02.04 Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
- R.CM.02.01 Activate prior knowledge
- R.CM.02.02 Connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response
- R.CM.02.03 Retell the main idea(s) and relevant details of grade level narrative and informational text
- R.CM.02.04 Make text to self and text to text connections and comparisons
- R.CM.02.05 Compare and contrast relationships
- R.CM.02.06 Map story elements across texts
- R.CM.02.07 Graphically represent key ideas and details across texts
- R.CM.02.08 Ask questions as they read
- R.MT.02.07 Re-read or listen again if uncertain about meaning
- R.MT.02.08 Make inferences

- R.MT.02.09 Summarize
- R.MT.02.11 Use context as a basis for predicting meaning of unfamiliar words
- R.MT.02.12 Use Venn diagrams to compare and contrast
- R.AT.02.01 Be enthusiastic about reading and learning how to read
- R.AT.02.02 Do substantial reading and writing on their own during free time in school and at home

Writing:

- W.GN.02.01 Write realistic fiction, fantasy, and/or personal narrative that depicts major story events, uses illustrations to match mood, and contains setting, problem/solution, & sequenced events
- W.GN.02.05 With teacher assistance, gather resources (electronic or print), organize information using key ideas, and use the writing process to produce and present the final project.
- W.PR.02.01 Consider audience and purpose for writing
- W.PR.02.03 Develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern problem/solution, sequence, description, and compare & contrast)
- W.PR.02.04 Two paragraph clusters, each containing a main idea and some supporting details
- W.PR.02.07 Use a sequences organizational pattern with grade level app. Grammar, usage, mechanics, and temporary spellings
- W.PR.02.09 Identify sections of their own text that need to be revised using reorganization, additions, deletions, and appropriate use of transitions
- W.PR.02.11 Both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist
- W.SP.02.01 Spell frequently encountered words correctly
- W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet
- W.AT.02.01 Be enthusiastic about writing and learning to write

Speaking:

- S.CN.02.01 Use more complex conjunctions (although, instead of, so that)
- S.CN.02.03 Use common grammatical structures – subject/verb agreement, pronoun/noun agreement
- S.CN.02.04 Explore and use language to communicate effectively with a variety of audiences and for different purposes
- S.DS.02.01 Engage in substantive conversation remaining focused on subject matter, with interchanges building on prior responses, and in the context of book discussions, peer conferencing, and other interactions
- S.DS.02.02 Tell/retell stories using story grammar, elaborated info about characters, setting, plot, and setting as related to plot

S.DS.02.03 Respond to multiple text types by reflecting, making connections, take a position, and sharing understanding.

Listening:

L.CN.02.01 Give, restate, and follow 3 and 4 step directions

L.CN.02.05 Use effective listening and viewing behaviors in large and small group settings
with eye contact, attentive, and supportive

L.CN.02.07 Distinguish between factual and opinion (Advertising, hype, propaganda)

L.RP.02.03 Respond to multiple text types listened to or viewed by discussing, illustrating,
and/or writing in order to reflect, make connections, take a position, and share understanding