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| **Standards Division Document School 1st 9 Weeks**  **Extensions to the Standard Course of Study K-2**  **August/September** |

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| **Language Arts Snapshot**  Major Concepts:  Understand:   * Story details * Text structure * Book awareness   standards  EX.RI.K.1. EX.RI.K.2 EX.RI.K.3  EX.RI.1.1. EX.RI.1.2. EX.RI.1.3.  EX.RI.2.1 EX.RI.2.2 EX.RI.2.3  EX.RI.K.4 EX.RI.K.5 EX.RI.K.6  EX.RI.1.4. EX.RI.1.5 EX.RI.1.6  EX.RI.2.4 EX.RI.2.5. EX.RI.2.6  EX.RI.K.7 EX.RI.K.8 EX.RI.2.9  EX.RI.K.10 EX.RI.1.10 EX.RI.2.10. | **Math Snapshot**  Major Concepts:   * Counting * Number identification   standards  EX.CC.K.1 EX.CC.K.2 EX.CC.K.4 EX.NBT.1.1 EX.NBT.1.2 EX.NBT.1.3 EX.NBT.1.4 EX.NBT.1.5 EX.NBT.1.6 EX.NBT.1.7 EX.NBT.1.8 EX.NBT.1.9 EX.NBT.2.1 EX.NBT.2.2 EX.NBT.2.3 EX.NBT.2.4 EX.K.3 | **Science Snapshot**  Major Concepts:   * Weather * landforms   standards  EX.1.L.2.4 EX.1.E.2.1 EX.1.E.2.2  EX.2.E.1.1 EX.2.E.1.2 | **Social Studies Snapshot**  Major Concepts   * Civics: Class expectations   standards  EX.K.C&G.1.1 EX.K.C&G.1.2 EX.1.C&G.1.1 EX.1.C&G.1.2  EX.1.C&G.1.3 EX.2.C& G.2.1  EX.2.C&G.2.2 EX.2.C&G.2.3 |

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| **Language Arts**  **Descriptors**  EX.RI.K.1. With prompting and support, answer questions about key details in a familiar text  EX.RI.K.2. With prompting and support, identify key details in familiar text.  EX.RI.K.3. With prompting and support, identify individuals, events or ideas in a familiar text.  EX.RI.1.1. With prompting and support, ask and answer questions about key details in a text  EX.RI.1.2. With prompting and support, identify key details related to the topic of the text.  EX.RI.1.3. With prompting and support, identify words that describe individuals, events or ideas in a text (e.g., Which of these words describe the…?). | **Math**  **Descriptors**  EX.CC.K.1. Understand number words as representing a quantity.  EX.CC.K.2. Understand the concept of “one” and “more”.  EX.K.3. Count forward using the 1-10 sequence  EX.CC.K.4. Write or use an alternative pencil to write numbers 0-10.  EX.NBT.1.1. Count forward using the 1 - 20 sequence.  EX.NBT.1.2. Write or use an alternative pencil to write numbers 0 - 20.  EX.NBT.1.3. Illustrate whole numbers to 20 using objects, representations and numbers. | **Science**  **Descriptors**  EX.1.L.2.4 Use one of more of the senses to make observations about the environment (e.g. weather conditions).  EX.1.E.2.1 Identify change in an object (color, size, shape) using one or more of the senses.  EX.1.E.2.2 Identify earth Materials (rocks, soils and water).  EX.2.E.1.1 Compare daily weather conditions (same, different).  EX.2.E.1.2 Recognize cold and hot temperatures | **Social Studies**  **Descriptors**  EX.K.C&G.1.1 Demonstrate joint attention with a peer.  EX.K.C&G.1.2 Follow simple classroom expectations (e.g., keep hands and feet to self, stay in your place, do your work).  EX.1.C&G.1.1 Understand how to initiate positive peer interactions  EX.1.C&G.1.2 With prompting and support, demonstrate sustained attention by applying knowledge of positive peer interactions.  EX.1.C&G.1.3 Follow simple school expectations (e.g., walk on the right side of the hallways, quiet voice, take turns on the playground). |
| EX.RI.2.1 Answer such questions as who, what, and where to demonstrate understanding of key details in text.  EX.RI.2.2 Listen to text to identify the topic of a text or a portion of the text (e.g., "Which word best tells us what this books is about?")  EX.RI.2.3 Listen to written procedures or directions to identify what to do first and next  EX.RI.K.4. With prompting and support, ask a reader about unknown words in a text.  EX.RI.K.5. Identify the front cover of the book.  EX.RI.K.6. With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).  EX.RI.1.4. With prompting and support, ask a reader to clarify the meaning of words in a text.  EX.RI.1.5 With prompting and support, locate key facts or information in a text.  EX.RI.1.6 Match illustrations or pictures with information provided in a text  EX.RI.2.4 Identify words that relate to the topic of a text (e.g., “Which words are about frogs?”).  EX.RI.2.5. Locate key facts or information in a familiar text.  EX.RI.2.6. Identify the topic of a text.  EX.RI.K.7. With prompting and support, match illustrations with parts of familiar text.  EX.RI.K.8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).  EX.RI.1.7. With prompting and support, match illustrations or details in a text with its key ideas.  EX.RI.1.8. Match key information from the text with the topic of the same text.  EX.RI.1.9. Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).  EX.RI.2.7 Identify images (e.g., pictures, and illustrations) that relate to a text  EX.RI.2.8 Identify specific points an author makes in a text (e.g., Listen to tell me which of these sentences were in the text).  EX.RI.2.9 Identify two texts on the same topic  EX.RI.K.10 Actively engage in group reading activities for a clearly stated purpose (e.g., Listen to the story so you can tell me who the main characters are).  EX.RI.1.10 Actively engage in group reading of informational text for a clearly stated purpose (e.g., Listen while I read so you can tell me who this text is about).  EX.RI.2.10. Actively engage in group reading of history/social studies, science, and technical texts for clearly stated purpose (e.g., Listen while I read so you can tell me what we need to do first.). | EX.NBT.1.4. Use number word (0 -20) of last object counted in a set, to name the total number of objects in the set when asked, “How many?” (cardinality)  EX.NBT.1.5. Use zero to indicate no objects when asked, “How many?”  EX.NBT.1.6. Compare objects, representations and numbers (1 -20) using words “more” and “less”  EX.NBT.1.7. Use a set of objects and separate set into smaller sets (number partners).  EX.NBT.1.8. Understand a set has smaller quantities within the whole set (inclusion).  EX.NBT.1.9. Illustrate the relationship between subsets and the whole (part -part -whole) using objects.  EX.NBT.2.1. Count (0 -30) by indicating one object at a time (one - to-one tagging) using one counting word for every object (synchrony), while keeping track of objects that have and have not been counted.  EX.NBT.2.2. Write or use an alternative pencil to write numbers 0 -30.  EX.NBT.2.3. Use a number line (0 -30) to determine the number before and after (1 more and 1 less).  EX.NBT.2.4. Use number word (0 -30) of last object counted in a set, to name the total number of objects in the set when asked, “How many?” (Cardinality). |  | EX.2.C& G.2.1 Demonstrate sustained attention by applying knowledge of positive peer interactions.  EX.2.C&G.2.2 Understand consequences of choices about following rules.  EX.2.C&G.2.3 Understand roles of authority figures in the home, school, and community (teacher, principal, parents, police officer, etc.) |