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| **Standards Division Document School 2nd 9 Weeks** **Extensions to the Standard Course of Study K-2**January |

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| **Language Arts Snapshot**Major Concepts:* Using text structure to support understanding in Literature

StandardsEX.RL.K.1 EX.RL.K.2 EX.RL.K.3 EX.RL.1.1 EX.RL.1.2 EX.RL.1.3 EX.RL.2.1 EX.RL.2.2 EX.RL.2.3 EX.RL.K.4 EX.RL.K.5 EX.RL.K.6 EX.RL.1.4 EX.RL.1.5 EX.RL.1.6 EX.RL.2.4 EX.RL.2.5 EX.RL.2.6 EX.RL.K.7 EX.RL.K.9 EX.RL.1.7 EX.RL.1.9 EX.RL.2.7 EX.RL.2. 9 EX.RL.K.10  | **Math Snapshot**Major Concepts:* Shapes and attributes

Standards:EX.G.K.1 EX.G.K.2 EC.G.K.3 EX.G.1.1 EX.G.1.2 EX.G.1.4 EX.G.2.1 EX.G.2.2 EX.G.2.3 EX.G.2.4 EX.G.2.5 | **Science Snapshot**Major Concepts:* Sorting by physical properties

Standards:EX.K.P.2.1 EX.K.P.2.2 EX.1.P.2.1 EX.1.P.2.2 EX.1.P.3.1 EX.2.P.1.1 | **Social Studies Snapshot**Major Concepts* Positional and Directional words
* Interpreting maps with picture symbols.

Standards:EX.K.G.1.1 EX.K.G.1.2 EX.1.G.1.3EX.2.G.1.1  |

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| **Language Arts****Descriptors**EX.RL.K.1. With prompting and support, answer questions about key details in a familiar storyEX.RL.K.2. With prompting and support, identify key details in a familiar storyEX.RL.K.3. With prompting and support, identify characters in a familiar storyEX.RL.1.1. With prompting and support, ask and answer questions about key details in a story.EX.RL.1.2. With prompting and support, identify key details in a story.EX.RL.1.3. With prompting and support, identify characters in a story.EX.RL.2.1. Answer such questions as who, what, and where to demonstrate understanding of key details in textEX.RL.2.2. Listen to stories, including fables and folktales from diverse cultures, and identify one or more ways that the story relates to or connects with self (e.g., Are you more like the tortoise or the hare?)EX.RL.2.3. Identify words that describe the characters in a story.EX.RL.K.4. With prompting and support, ask a reader about unknown words in a text.EX.RL.K.5. Recognize familiar texts (e.g., storybooks, poems).EX.RL.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.RL.1.4. With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems.EX.RL.1.5. Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits).EX.RL.1.6 Identify which character is telling the storyEX.RL.2.4. Identify words to complete lines of stories, poems, or songs with rhyme, rhythm, and repetition.EX.RL.2.5. Sequence three parts of a story representing the beginning, middle and end.EX.RL.2.6. Identify which character is speaking in appropriate parts of familiar stories (e.g., Who is saying, I’ll huff and I’ll puff and I’ll blow your house down?).EX.RL.K.7. With prompting and support, match illustrations with parts of familiar stories.EX.RL.K.9. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).EX.RL.1.7. With prompting and support, identify illustrations or details to describe characters or events in a story.EX.RL.1.9. With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., characters are shopping, one goes to grocery store and the other goes to a pet store).EX.RL.2.7. Identify illustrations or words in a print or digital text that describe or show the characters.EX.RL.2. 9. Identify two or more books by the same author and/or illustratorEX.RL.K.10. Actively engages in group reading activities for a clearly stated purpose (e.g., Listen while I read so you can tell me your favorite part). | **Math****Descriptors**EX.G.K.1. Describe objects in the environment using names of shapesEX.G.K.2. Describe the relative position of objects using terms such as in, on, out, under, off to locate objectsEC.G.K.3. Compare a variety of two-dimensional shapes, in different sizes to describe differences (big/little, small/medium/large).EX.G.1.1. Describe attributes of the shapeEX.G.1.2. Correctly name shapes regardless of their orientations or overall size.EX.G.1.4. Identify congruent two-dimensional shapes.EX.G.2.1. Use shape names to describe shapesEX.G.2.2. Match same shapes with different orientation.EX.G.2.3. Identify shapes larger and smaller than model as same shape.EX.G.2.4. Use shapes separately, to make a picture.EX.G.2.5. Match 2 halves of a shape to create whole shape. | **Science****Descriptors**EX.K.P.2.1 Identify objects by their physical properties as “same” or “different.”EX.K.P.2.2 Sort objects by observable physical properties (including size, color, shape, and texture).EX.1.P.2.1 Classify objects by observable properties (size, shape, color, and texture).EX.1.P.2.2. Classify objects by the material they are made from (e.g. clay, wood, cloth, paper)EX.1.P.3.1 Recognize objects as same serving the same function even when one property has changed (e.g. size, color).EX.2.P.1.1 Demonstrate how constant pushing and pulling produce vibrations. | **Social Studies****Descriptors**EX.K.G.1.1 Locate areas of the classroom.EX.K.G.1.2 Locate familiar objects in the environment.EX.1.G.1.3 Use directional words to locate objects (near/far, left/right).EX.2.G.1.1 Identify locations in the classroom using position and directional words (in, on, out, under, off, beside, behind, near/far, left/right). |