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| **Standards Division Document School Year 1st 9 weeks**  **Extensions to the Standard Course of Study K-2**  **October** |

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| **Language Arts Snapshot**  Major Concepts:   * Use and Acquire Vocabulary   Standards  EX.L.K.4 EX.L.K.5 EX.L.K.5.a  EX.L.K.5.b EX.L.1.4 EX.L.1.4.a  EX.L.1.5 EX.L.1.5.a EX.L.1.5.b  EX.L.1.5.c EX.L.1.5.d EX.L.1.6  EX.L.2.4 EX.L.2.4.a EX.L.2.5  EX.L.2.5.a EX.L.2.5.b  EX.L.2.5.c EX.L.2.6 | **Math Snapshot**  Major Concepts:   * Count to tell how many * Compare numbers * Solve problems involving joining and separating * Understand place value   Standards  EX.CC.K.5 EX.CC.K.5.a EX.CC.K.5.b EX.CC.K.5.c EX.CC.K.6 EX.CC.K.7  EX.OA.1.1 EX.OA.1.2 EX.OA.1.3  EX.OA.1.4 EX.NBT.2.5  EX.NBT.2.6 EX.NBT.2.7 | **Science Snapshot**  Major Concepts:   * Identify physical properties of objects   Standards  EX.K.P.2.1 EX.K.P.2.2  EX.2.E.1.2 | **Social Studies Snapshot**  Major Concepts   * Understand role of people in a group * Understand expectations of participating in a group   Standards  EX.1.C&G.1.1 EX.1.C&G.1.2  EX.2.C&G.2.4 |

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| **Language Arts**  **Descriptors**  EX.L.K.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.  EX.L.K.5. With guidance and support from adults, explore word relationships.  EX.L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  EX.L.K.5.b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).  EX.L.K.6. Use words appropriately across context.  EX.L.1.4 Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.  EX.L.1.4.a. Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.  EX.L.1.5. With guidance and support from adults, explore word relationships.  EX.L.1.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  EX.L.1.5.b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).  EX.L.1.5.c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).  EX.L.1.5.d. Identify real-life connections between words and their use (e.g., hot, the stove is hot).  EX.L.1.6. Use words and phrases appropriately across context.  EX.L.2.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.  EX.L.2.4.a. Choose from an array of familiar words to complete sentences read aloud by an adult.  EX.L.2.5. Demonstrate understanding of word relationships.  EX.L.2.5.a. Identify words that are opposites (e.g., hot/cold, big/little).  EX.L.2.5.b. Sort words into meaning based categories (e.g., foods, animals, places).  EX.L.2.5.c. Identify the function of common nouns (e.g., fork/eat).  EX.L.2. 6. Use words and phrases acquired through interactions, being read to, and other forms of instruction. | **Math**  **Descriptors**  EX.CC.K.5. Understand the relationship between numbers and quantities (0-10); connect counting to cardinality.  EX.CC.K.5.a. When counting objects, indicate the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object  EX.CC.K.5.b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  EX.CC.K.5.c. Understand that each successive number name refers to a quantity that is one larger.  EX.CC.K.6. Count to answer “how many?” questions about as many as 10 things arranged in a line or a rectangular array; given a number from 1-10, count out that many objects or indicate the number of objects.  EX.CC.K.7. Identify whether the number of objects in one group is more, less, or equal to the number of objects in another group, e.g., by using matching and counting strategies.  EX.OA.1.1 Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart).  EX.OA.1.2. Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets  EX.OA.1.3. Describe equal sets as same quantity after counting objects (up to ten).  EX.OA.1.4. Use objects and representations to make two sets equal.  EX.NBT.2. 5. Illustrate whole numbers to 30 using objects, representations and numbers,  EX.NBT.2.6. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.).  EX.NBT.2.7. Determine how many more to ten. | **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.2.E.1.2 Recognize cold and hot temperatures | **Social Studies**  **Descriptors**  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.2.C&G.2.4 Understand simple community expectations (e.g., communicate in a quiet way in the store, throw trash in a trash can, stay in your seat when riding a bus and/or car). |