

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

<b>Language Arts Snapshot</b>	<b>Math Snapshot</b>	<b>Science Snapshot</b>	<b>Social Studies Snapshot</b>
<p>Major Concepts:</p> <p>Understand:</p> <ul style="list-style-type: none"> <li>• Story details</li> <li>• Text structure</li> <li>• Book awareness</li> </ul> <p>standards</p> <p>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.</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Number identification</li> </ul> <p>standards</p> <p>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</p>	<p>Major Concepts:</p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• landforms</li> </ul> <p>standards</p> <p>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</p>	<p>Major Concepts</p> <ul style="list-style-type: none"> <li>• Civics: Class expectations</li> </ul> <p>standards</p> <p>EX.K.C&amp;G.1.1 EX.K.C&amp;G.1.2  EX.1.C&amp;G.1.1 EX.1.C&amp;G.1.2  EX.1.C&amp;G.1.3 EX.2.C&amp;G.2.1  EX.2.C&amp;G.2.2 EX.2.C&amp;G.2.3</p>

<b>Language Arts Descriptors</b>	<b>Math Descriptors</b>	<b>Science Descriptors</b>	<b>Social Studies Descriptors</b>
<p>EX.RI.K.1. With prompting and support, answer questions about key details in a familiar text</p> <p>EX.RI.K.2. With prompting and support, identify key details in familiar text.</p> <p>EX.RI.K.3. With prompting and support, identify individuals, events or ideas in a familiar text.</p> <p>EX.RI.1.1. With prompting and support, ask and answer questions about key details in a text</p> <p>EX.RI.1.2. With prompting and support, identify key details related to the topic of the text.</p> <p>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...?).</p>	<p>EX.CC.K.1. Understand number words as representing a quantity.</p> <p>EX.CC.K.2. Understand the concept of “one” and “more”.</p> <p>EX.K.3. Count forward using the 1-10 sequence</p> <p>EX.CC.K.4. Write or use an alternative pencil to write numbers 0-10.</p> <p>EX.NBT.1.1. Count forward using the 1 - 20 sequence.</p> <p>EX.NBT.1.2. Write or use an alternative pencil to write numbers 0 - 20.</p> <p>EX.NBT.1.3. Illustrate whole numbers to 20 using objects, representations and numbers.</p>	<p>EX.1.L.2.4 Use one of more of the senses to make observations about the environment (e.g. weather conditions).</p> <p>EX.1.E.2.1 Identify change in an object (color, size, shape) using one or more of the senses.</p> <p>EX.1.E.2.2 Identify earth Materials (rocks, soils and water).</p> <p>EX.2.E.1.1 Compare daily weather conditions (same, different).</p> <p>EX.2.E.1.2 Recognize cold and hot temperatures</p>	<p>EX.K.C&amp;G.1.1 Demonstrate joint attention with a peer.</p> <p>EX.K.C&amp;G.1.2 Follow simple classroom expectations (e.g., keep hands and feet to self, stay in your place, do your work).</p> <p>EX.1.C&amp;G.1.1 Understand how to initiate positive peer interactions</p> <p>EX.1.C&amp;G.1.2 With prompting and support, demonstrate sustained attention by applying knowledge of positive peer interactions.</p> <p>EX.1.C&amp;G.1.3 Follow simple school expectations (e.g., walk on the right side of the hallways, quiet voice, take turns on the playground).</p>

<p>EX.RI.2.1 Answer such questions as who, what, and where to demonstrate understanding of key details in text.</p> <p>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?")</p> <p>EX.RI.2.3 Listen to written procedures or directions to identify what to do first and next</p> <p>EX.RI.K.4. With prompting and support, ask a reader about unknown words in a text.</p> <p>EX.RI.K.5. Identify the front cover of the book.</p> <p>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.).</p> <p>EX.RI.1.4. With prompting and support, ask a reader to clarify the meaning of words in a text.</p> <p>EX.RI.1.5 With prompting and support, locate key facts or information in a text.</p>	<p>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)</p> <p>EX.NBT.1.5. Use zero to indicate no objects when asked, "How many?"</p> <p>EX.NBT.1.6. Compare objects, representations and numbers (1 - 20) using words "more" and "less"</p> <p>EX.NBT.1.7. Use a set of objects and separate set into smaller sets (number partners).</p> <p>EX.NBT.1.8. Understand a set has smaller quantities within the whole set (inclusion).</p> <p>EX.NBT.1.9. Illustrate the relationship between subsets and the whole (part -part -whole) using objects.</p>		<p>EX.2.C&amp; G.2.1 Demonstrate sustained attention by applying knowledge of positive peer interactions.</p> <p>EX.2.C&amp;G.2.2 Understand consequences of choices about following rules.</p> <p>EX.2.C&amp;G.2.3 Understand roles of authority figures in the home, school, and community (teacher, principal, parents, police officer, etc.)</p>
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<p>EX.RI.1.6 Match illustrations or pictures with information provided in a text</p> <p>EX.RI.2.4 Identify words that relate to the topic of a text (e.g., “Which words are about frogs?”).</p> <p>EX.RI.2.5. Locate key facts or information in a familiar text.</p> <p>EX.RI.2.6. Identify the topic of a text.</p> <p>EX.RI.K.7. With prompting and support, match illustrations with parts of familiar text.</p> <p>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).</p> <p>EX.RI.1.7. With prompting and support, match illustrations or details in a text with its key ideas.</p> <p>EX.RI.1.8. Match key information from the text with the topic of the same text.</p>	<p>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.</p> <p>EX.NBT.2.2. Write or use an alternative pencil to write numbers 0 -30.</p> <p>EX.NBT.2.3. Use a number line (0 -30) to determine the number before and after (1 more and 1 less).</p> <p>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).</p>		
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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.).			
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