

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

<b>Language Arts Snapshot</b>	<b>Math Snapshot</b>	<b>Science Snapshot</b>	<b>Social Studies Snapshot</b>
<p>Major Concepts:</p> <ul style="list-style-type: none"> <li>• Use and Acquire Vocabulary</li> </ul>	<p>Major Concepts:</p> <ul style="list-style-type: none"> <li>• Count to tell how many</li> <li>• Compare numbers</li> <li>• Solve problems involving joining and separating</li> <li>• Understand place value</li> </ul>	<p>Major Concepts:</p> <ul style="list-style-type: none"> <li>• Identify physical properties of objects</li> </ul>	<p>Major Concepts</p> <ul style="list-style-type: none"> <li>• Understand role of people in a group</li> <li>• Understand expectations of participating in a group</li> </ul>
<p>Standards</p> <p>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</p>	<p>Standards</p> <p>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</p>	<p>Standards</p> <p>EX.K.P.2.1    EX.K.P.2.2  EX.2.E.1.2</p>	<p>Standards</p> <p>EX.1.C&amp;G.1.1   EX.1.C&amp;G.1.2  EX.2.C&amp;G.2.4</p>

<p style="text-align: center;"><b>Language Arts Descriptors</b></p>	<p style="text-align: center;"><b>Math Descriptors</b></p>	<p style="text-align: center;"><b>Science Descriptors</b></p>	<p style="text-align: center;"><b>Social Studies Descriptors</b></p>
<p>EX.L.K.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>EX.L.K.5. With guidance and support from adults, explore word relationships.</p> <p>EX.L.K.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>EX.L.K.5.b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</p> <p>EX.L.K.6. Use words appropriately across context.</p> <p>EX.L.1.4 Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.</p>	<p>EX.CC.K.5. Understand the relationship between numbers and quantities (0-10); connect counting to cardinality.</p> <p>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</p> <p>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.</p> <p>EX.CC.K.5.c. Understand that each successive number name refers to a quantity that is one larger.</p>	<p>EX.K.P.2.1 Identify objects by their physical properties as “same” or “different.”</p> <p>EX.K.P.2.2 Sort objects by observable physical properties (including size, color, shape, and texture).</p> <p>EX.2.E.1.2 Recognize cold and hot temperatures</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.2.C&amp;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).</p>

<p>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.</p> <p>EX.L.1.5. With guidance and support from adults, explore word relationships.</p> <p>EX.L.1.5.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>EX.L.1.5.b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).</p> <p>EX.L.1.5.c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).</p> <p>EX.L.1.5.d. Identify real-life connections between words and their use (e.g., hot, the stove is hot).</p> <p>EX.L.1.6. Use words and phrases appropriately across context.</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>EX.OA.1.2. Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets</p> <p>EX.OA.1.3. Describe equal sets as same quantity after counting objects (up to ten).</p>		
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<p>EX.L.2.4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>EX.L.2.4.a. Choose from an array of familiar words to complete sentences read aloud by an adult.</p> <p>EX.L.2.5. Demonstrate understanding of word relationships.</p> <p>EX.L.2.5.a. Identify words that are opposites (e.g., hot/cold, big/little).</p> <p>EX.L.2.5.b. Sort words into meaning based categories (e.g., foods, animals, places).</p> <p>EX.L.2.5.c. Identify the function of common nouns (e.g., fork/eat).</p> <p>EX.L.2. 6. Use words and phrases acquired through interactions, being read to, and other forms of instruction.</p>	<p>EX.OA.1.4. Use objects and representations to make two sets equal.</p> <p>EX.NBT.2. 5. Illustrate whole numbers to 30 using objects, representations and numbers,</p> <p>EX.NBT.2.6. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.).</p> <p>EX.NBT.2.7. Determine how many more to ten.</p>		
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