

# Cartersville Primary School

| Essential Learning Standards |   |   |  |   |   |
|------------------------------|---|---|--|---|---|
| Pre-K                        |   | Kindergarten  | 1st Grade  | 2nd Grade   | 3rd Grade   |
| English Language Arts        | Demonstrate increasing knowledge of the alphabet.                       | Recognize all 26 letters and give letter sounds.  | Demonstrate understanding of syllables in words.   | Literary: Ask and answer questions to demonstrate understanding of details in text.   | Literary: Ask and answer questions referring to the text.   |
|                              | Develop early phonological awareness (awareness of the units of sound). |   | Distinguish long/short vowels in spoken words.   | Literary: Describe how characters in a story respond to major events and challenges.  | Literary: Determine the central message, lesson, or moral using key details from the text.                          |
|                              |   | Recognize and produce rhyming words.  | Decode regularly and irregularly spelled words.  |   | Literary: Describe characters and sequence of events.   |
|                              |   | Read Kindergarten Sight Words.  | Read with sufficient accurate and fluency to support comprehension.  | Informational: Ask and answer questions to demonstrate understanding of details in text.                                      | Informational: Ask and answer questions referring to the text.  |
|                              |   | Retell events and information from read aloud texts.  | Ask and answer questions about key details in a text.  | Informational: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | Informational: Determine the main idea and key details from the text.   |
|                              | Write some letters of the alphabet.                                     | Print all 26 letters (upper and lower case).  | Explain the difference between informational texts and texts that tell stories.                                |   | Informational: Describe the relationship between concepts/events using sequence and cause/effect language.          |
|                              | Recognize and read environmental print.                                 | Demonstrate concepts of print including reading left to right, top to bottom, and page by page. | Recognize & demonstrate features of a sentence (first word capitalization, ending punctuation, spelling, etc.) | Decode words to fluently read grade level texts.  | Know and apply grade-level phonics and word analysis skills including prefixes, suffixes, and multi-syllable words. |
|                              |   |   |  |   | Read with accuracy and fluency.   |
|                              |   | Tell an idea through pictures and words.  | Expand upon an idea through writing.   | Produce writing for a variety of purposes.  | Write opinion pieces with reasons that support a topic.   |
|                              |   |   |  |   | Write informative/explanatory texts to examine a topic and convey ideas.  |
|                              |   |   |  | Apply taught grammar skills into writing (capitalization, punctuation, spelling, etc.)  | Write narratives to develop real or imagine events.   |
|                              |   |   |  |   | Engage in collaborative discussions that clearly express their own idea.  |

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|                              |  | Kindergarten  | 1st Grade  | 2nd Grade  | 3rd Grade  |
| Math                         | Count at least 10 objects using one to one correspondence. | Demonstrate and explain the relationship between numbers up to 20 using one-to-one correspondence.  | Read, write, and represent numbers to 120 and compare values to 100.   | Use the place value structure to represent, read, write, and compare numbers to 1,000.               | Use place value reasoning to represent, read, write, and compare numbers up to 10,000.     |
|                              | Recite numbers up to 20 in sequence.                       | Count forward and backward in sequence within 100.  |  |  |  |
|                              |  | Use place value to compose and decompose numbers from 11-19.  |  |  |  |
|                              |  | Identify, write, represent, and compare numbers up to 20.   | Solve real-life addition and subtraction problems within 20.   | Apply strategies to solve real-life addition and subtraction problems with numbers within 1,000.     | Represent and solve real-life addition and subtraction problems with numbers up to 10,000. |
|                              | Practices combining, separating, and naming quantities.    | Solve real-life addition and subtraction problems within 10.  |  |  |  |
|                              | Sort, seriate, classify, and create patterns.              | Explain, extend, and create repeating patterns and describe patterns involving the passage of time. |  | Work with equal groups to gain foundations for multiplication through real-life problems.            | Solve real-life multiplication and division problems with numbers within 100.              |
|                              |  |   | Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns in real-life situations. | Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns. |  |
|                              |  |   | Solve real-life problems involving time, money, and length.  | Solve real-life problems involving time and money.   |  |
|                              |  |   | Use manipulatives to add and subtract within 100.  |  |  |

| Essential Learning Standards      |   |
|-----------------------------------|---|
| Pre-K                             |   |
| Social- Emotional/Physical Skills | Engage in self-expression.  |
|                                   | Begin to demonstrate self-control.                                    |
|                                   | Develop relationships and social skills with peers.                   |
|                                   | Demonstrate initiative and self-direction.                            |
|                                   | Sustain attention to a specific activity and demonstrate persistence. |
|                                   | Demonstrate fine motor skills.  |