Summit Street School Literacy:

Kindergarten	1st Grade	2nd Grade	3rd Grade
R.F.K.1.D Recognize and name all upper- and lowercase letters of the alphabet			
	R.F. 1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
R.F.K.2. D Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words	**R.F.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
R.F. K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by	**R.F.1.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound	**R.F.2.3.C** Decode regularly spelled two-syllable words with long vowels. a. Distinguish long and short vowels	**R.F. 3.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and

producing the primary sound or many of the most frequent sounds for each consonant.	correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode words with common prefixes and suffixes.	derivational suffixes b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.
	R.F.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words.		
	R.F.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Decode regularly spelled one-syllable words.		
		R.L.2.2 Recount stories and determine their central message, lesson, or moral	**R.L.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
		R.I.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	**R.I.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

Summit Street School Math:

Kindergarten	1st Grade	2nd Grade	3rd Grade
			3. NF.1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by A parts of size 1/b.
	1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	**2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	**3.NBT.2:** Fluently adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
K.OA.5 Fluently add and subtract within 5.	**1. OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**2. OA.2** Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.	**3.OA.3:** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

		2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g. 7-6 equals 7 hundred, 0 tens, and 6 ones. Understand the following as special cases:
		  a. 100 can be thought of as a bundle of ten tens - called a "hundred"
		  b. The numbers 100, 200, 300, 400, etc. refer to one, two, three, four, etc. hundreds (and 0 tens and 0 ones)	