

Kingston SES

Kindergarten

ELA:

- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- RL.K.2/RI.K.2: With prompting and support, identifies and retells key ideas and details in a story (or text).
- W.K.1: Uses a combination of drawing, dictation, and writing to write for different purposes. (*Opinion*)

Math:

- K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)
- K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.NBT.1: Gain understanding of place value.
- K.OA.5: Fluently add and subtract within 5.

First Grade

ELA:

- RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds
- RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RI/RI.2: Retell stories, including key details (as well as identify the main topic and retell key details of an informational text).
- W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Math:

- 1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
- 1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.
- 1.OA.B.3: Apply properties of operations to add and subtract.
- 1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
- 1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Kingston SES

Second Grade

ELA:

- **RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RL.2.1/RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a (story or text).
- **RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **L.2.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Math:

- **2.OA.B.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.
- **2.NBT.A.1:** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- **2.NBT.B.7:** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, ten and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- **2.OA.A.1:** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- **2.MD.A.1:** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Kingston SES

Third Grade

ELA:

- **RL.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.
- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language.
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Math:

- **3.OA.D.8:** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- **3.NF.A.2:** Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram. a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.
- **3.NF.A.3:** Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Kingston SES

Fourth Grade

ELA:

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **W.4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Math:

- **4.OA.A.3:** solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which ; remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of the answers using mental computation and estimation strategies including rounding.
- **4.NF.B.3:** Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represents the problem.
- **4.NF.B.4:** Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.) a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. C. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.