Ben Hill Primary School

One Team-One Goal-Student Success

ELA Power Standards and Curriculum Guidance Document

Grades K-2

This document is the result of a collaborative effort by the K-2 ELA professional learning community.

Updated July 29, 2022

Part I: What do we expect our students to learn?

The following standards and elements will be taught during the 2022-2023 school year. There will be changes made as growth occurs and as we move forward with professional learning communities. They are essential to promotion to the next grade and are the only standards that will be formally assessed and graded. It should be expected that all students master each of the Power Standards.

Kindergarten ELA Power Standards
2022-2023

ELAGSEKRF1d: Recognize and name all upper- and lowercase letters of the alphabet.

ELAGSEKRF2a: Recognize and produce rhyming words.

ELAGSEKRF2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

ELAGSEKRF2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

ELAGSEKRF3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.

ELAGSEKRF3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does)

ELAGSEKRF4: Read emergent-reader texts with purpose and understanding.

ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

1st Grade ELA Power Standards
2022-2023

ELAGSE1RF2: 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).

ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound 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.

ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE1RF4d: Read grade-appropriate irregularly spelled words.

ELAGSE1W3: 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 closure.

2nd Grade ELA Power Standards
2022-2023

ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.

ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. d. Decode words with common prefixes and suffixes.

ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. d. Recognize and read grade-appropriate irregularly spelled words.

ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Prioritization of Related State Standards

In addition to identifying power standards, level 1 standards for K-2, we have identified those state standards which support the power standards. For example, power standard 1RL1 asks students to ask and answer questions about key details in a text. A level 2 standard to support that standard is 1RL2. This standard asks students to retell stories, including key details, and demonstrate understanding of the central message or lesson.

Level 3 standards are for enhanced, accelerated, and/or any individual student who proves mastery of the level 1 or 2 standards or in conjunction with level 1 and level 2 standards or in conjunction with level 1 and level 2 standards for those who are at grade level or above.

Teachers are reminded that the power standards must be the priority, and it should be the expectation of each teacher that all students will master those standards.

Finally, this document is a work in progress and will be updated and modified as needed to ensure that the students at Ben Hill Primary School will have the best opportunities for growth and success at every level.

Kindergarten ELA Prioritized Standards

Level 1: ELAGSEKRF1d: Recognize and name all upper- and lowercase letters of the alphabet.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**

Level 1: ELAGSEKRF2a: Recognize and produce rhyming words.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRF2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **ELAGSEKRF3c:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	

Level 1: ELAGSEKRF2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRF2b: Count, pronounce, blend, and segment syllables in spoken words. **ELAGSEKRF2c:** Blend and segment onsets and rimes of single-syllable spoken words. **ELAGSEKRF2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **ELAGSEKRF3c:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	

Level 1: ELAGSEKRF3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRF2b: Count, pronounce, blend, and segment syllables in spoken words. **ELAGSEKRF2c:** Blend and segment onsets and rimes of single-syllable spoken words. **ELAGSEKRF2e:** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **ELAGSEKRF3c:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	

Level 1: ELAGSEKRF3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRF2e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	

Level 1: ELAGSEKRF3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRF1b: Recognize that spoken words are represented in written language by specific sequences of letters. **ELAGSEKRF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	

Level 1: ELAGSEKRF4: Read emergent-reader texts with purpose and understanding. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does)	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text. **ELAGSEKRL2:** With prompting and support, retell familiar stories, including key details. **ELAGSEKRL3:** With prompting and support, identify characters, settings, and major events in a story. **ELAGSEKRL4:** With prompting and support, ask and answer questions about unknown words in a text. **ELAGSEKRL7:** With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text). **ELAGSEKRL9:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **ELAGSEKRL10:** Actively engage in group reading activities with purpose and understanding. **ELAGSEKRI1:** With prompting and support, ask and answer questions about key details in a text. **ELAGSEKRI2:** With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). **ELAGSEKRI3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **ELAGSEKRI4:** With prompting and support, ask and answer questions about unknown words in a text. **ELAGSEKRI7:** With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text). **ELAGSEKRI9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **ELAGSEKRI10:** Actively engage in group reading of informational text with purpose and understanding. **ELAGSEKRF1a:** Follow words from left to right, top to bottom, and page-by-page. **ELAGSEKRF1c:** Understand that words are separated by spaces in print. **ELAGSEKRF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	**ELAGSEKRL5:** Recognize common types of texts (e.g., storybooks, poems). **ELAGSEKRL6:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **ELAGSEKRI5:** Identify the front cover, back cover, and title page of a book. **ELAGSEKRI6:** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **ELAGSEKRI8:** With prompting and support, identify the reasons an author gives to support points in a text.

Level 1: ELAGSEKL2d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRF1b: Recognize that spoken words are represented in written language by specific sequences of letters. **ELAGSEKRF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	

Level 1: ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event of several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSEKRF1b: Recognize that spoken words are represented in written language by specific sequences of letters. **ELAGSEKRF2d:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. **ELAGSEKSL1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **ELAGSEKSL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **ELAGSEKSL5:** Add drawings or other visual displays to descriptions as desired to provide additional detail. **ELAGSEKSL6:** Speak audibly and express thoughts, feelings, and ideas clearly. **ELAGSEKL1a:** Print many upper- and lowercase letters. **ELAGSEKL1f:** Produce and expand complete sentences in shared language activities. **ELAGSEKL2a:** Capitalize the first word in a sentence and the pronoun I. **ELAGSEKL2b:** Recognize and name end punctuation. **ELAGSEKL2c:** Write a letter or letters for most consonant and short-vowel sounds (phonemes).	**ELAGSEKW5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **ELAGSEKW6:** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers. **ELAGSEKW8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **ELAGSEKL1b:** Use frequently occurring nouns and verbs. **ELAGSEKL1c:** Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking. **ELAGSEKL1e:** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). **ELAGSEKL4b:** Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **ELAGSEKL5c:** Identify real-life connections between words and their use (e.g., note places at school that are colorful). **ELAGSEKL5d:** Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

1st Grade ELA Prioritized Standards

Level 1: ELAGSE1RF2: 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).	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:** .

Level 1: ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound 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.	
Level 2 Supporting Standards: **ELAGSE1RF3:** Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**Level 3 Supporting Standards:** .

Level 1: ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. d. Recognize and read grade-appropriate irregularly spelled words.	
Level 2 Supporting Standards: **ELAGSE1RI10:** With prompting and support, read informational texts appropriately complex for grade 1. **ELAGSE1RF4:** Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **ELAGSE1RL10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**Level 3 Supporting Standards:** .

Level 1: ELAGSE1W3: 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 closure.

Level 2 Supporting Standards:

ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

ELAGSE1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. k. Prints with appropriate spacing between words and sentences.

ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate

Level 3 Supporting Standards:

ELAGSE1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. a. May include oral or written prewriting (graphic organizers).

ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

ELAGSE1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

2ⁿᵈ Grade ELA Prioritized Standards
2022-2023

Level 1: ELAGSE2RL2: Recount stories with details about the beginning, middle, and end, including fables and folktales from diverse cultures, and determine their central message, lesson, theme, or moral.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **ELAGSE2RL5:** Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. **ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **ELAGSE2RL6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **ELAGSE2RL10:** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Level 1: ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **ELAGSE2RL5:** Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. **ELAGSE2RL6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **ELAGSE2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **ELAGSE2RL10:** By the end of the year, read and comprehend literature, including stories and poetry, in	**ELAGSE2RL4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **ELAGSE2SL1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **ELAGSE2SL2:** Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Level 1: ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **ELAGSE2RI7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **ELAGSE2RI10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Level 1: ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **ELAGSE2RI7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **ELAGSE2RI8:** Describe how reasons support specific points the author makes in a text.	

ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Level 1: ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **ELAGSE2RI5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. **ELAGSE2RI7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **ELAGSE2L5:** Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	**ELAGSE2W7:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **ELAGSE2SL1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. **ELAGSE2L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

Level 1: ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **ELAGSE2RI5:** Know and use various text features to locate key facts or information in a text efficiently. **ELAGSE2RI6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	

ELAGSE2RI8: Describe how reasons support specific points the author makes in a text.	

Level 1: ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. d. Decode words with common prefixes and suffixes.

Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSE2RF3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels. **ELAGSE2RF3e:** Identify words with inconsistent but common spelling-sound correspondences. **ELAGSE2RF4:** Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **ELAGSE2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). **ELAGSE2L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition,	

additional). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Level 1: ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. d. Recognize and read grade-appropriate irregularly spelled words.

Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
ELAGSE2RF3c: Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels. **ELAGSE2RF3e:** Identify words with inconsistent but common spelling-sound correspondences. **ELAGSE2RF4:** Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **ELAGSE2L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The	

little boy watched the movie; The action movie was watched by the little boy).

ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Addressing Other Standards

Additional Reading and Writing Standards

Those reading and writing standards which are not classified as power standards may be used in places within the instruction where they would logically add to students' understanding and advancement in the ELA curriculum as a matter of the teacher's content knowledge and common sense about instruction. These standards may not be used as the learning target nor may they be formally assessed. Gifted or accelerated students may especially benefit from the teacher's careful instruction of as much of the curriculum as they are able to master.

Language Standards

Language standards may be addressed through mini-lessons in response to specific texts being read and/or addressed in student writing. Other ways to address language standards include working with small groups of students with common errors in writing and conducting individual student conferences. To promote vocabulary development, students will be encouraged to read often and use strategies for learning new words. Specific strategies should be shared and modeled for students within the context of the text being read. Language standards may not be used for learning targets nor may they be formally assessed.

Speaking and Listening Standards

Speaking and listening standards may be taught within the context of helping students learn how to communicate their ideas regarding content of the power standards. Productive conversations about the content should be encouraged as a regular part of the ELA curriculum. These standards may not be taught as separate entities, and therefore may not be used as learning targets nor may they be formally assessed.

Part 2: How will we know when each student has learned?

At Ben Hill Primary School, the ELA PLC teams will meet weekly to identify what it will look like when a student masters a standard. Together, we will create rubrics, exemplars, anchor charts, etc. so each student will be held to the same standard of mastery regardless of the assigned teacher. Common formative assessments, aligned to the power standards, will be created and administered. The number of formative and summative assessments for each standard will be agreed upon by the team.

During PLC team meetings, teachers will analyze data from common formative assessments to judge whether a student has learned or not. When additional time, practice, and/or instruction are indicated and implemented, students will be reassessed for the deficit standard(s) to determine whether the student has responded to the additional support.

ELA teachers will strive to provide a variety of ways for students to demonstrate mastery of standards. It is expected that every student will read, write, discuss, present, create, research, and express themselves through a variety of mediums. In addition, when appropriate, students will be given choices about topics and ways to demonstrate their learning.

Each ELA teacher will keep a portfolio of the students' work. The portfolio will be kept in the homeroom classroom, and samples from the portfolio will be used to determine student growth and mastery of the power standards. Additionally, samples may be used as evidence for moving a student into more intensive tiers on the academic pyramid of interventions for extra support.

Finally, students will take a universal screener (MAP and DIBELS) and/or progress monitoring assessments at specified times during the year. The results of the assessments will be an indication of student growth and level of mastery.

Formative Assessments

What are formative assessments? Formative assessments are activities or events that give the teacher a snapshot of where individual or groups of students stand in terms of content mastery so that the teacher can adjust instruction **during the learning**. Formative assessments provide opportunities for teachers to clarify the intended learning, secure evidence to support instructional decisions, verify student's current level of understanding, and intervene in a timely manner. Formative assessment data may be used for individual or group re-teaching. Additionally, grouping and differentiation decisions can be supported through formative assessment data.

Strategies/Ideas for Formative Assessment

- Summarizing
- Quiz or pretest
- Teacher observation
- Questioning
- Ticket Out the Door
- Dry erase boards to display answers
- Discussion groups
- Sharing annotations of Close Reading
- Exit slips 3-2-1 strategy
- Student conferencing
- Anecdotal notes
- Graphic organizers
- Peer/self-assessment
- Think-Pair-Share
- Rubrics
- Learning/Response logs or journals
- Presentations
- Hand signals
- Check Lists
- Fist to 5

Part 3 & 4:

What will we do when students don't learn?

What will we do when students do learn?

Ben Hill Primary School acknowledges that the fundamental purpose of our school is to help all students achieve high levels of learning. Therefore, we provide students with systematic interventions that guarantee each student will receive additional time and support for learning if he/she experiences initial difficulty.

Resources:

Learning by Doing by Richard DuFour

Simplifying Response to Intervention: Four Essential Guiding Principles by Austin Buffum & Mike Mattos

http://easyCBM.com

www.fcrr.org

www.interventioncentral.org

www.rti4success.org

www.studentprogress.org

www.readingrockets.org

https://dibels.uoregon.edu

http://oregonreadingfirst.uoregon.edu

www.meadowscenter.org/vgc

www.rtinetwork.org

http://www.allthingsplc.info/

https://www.teachingchannel.org/

https://ies.ed.gov/ncee/wwc

http://www.rtinetwork.org/

http://www.nea.org/

http://www.jimwrightonline.com/php/rti/rti_wire.php

References

Buffum, A., Mattos, M., & Weber, C., (2012) *Simplifying Response to Intervention: Four Essential Guiding Principles*

DuFour, R. (2015) *In Praise of American Educators: And How They Can Become Even Better*

DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M., (2016) *Learning by Doing: A Handbook for Professional Learning*

Erkens, C., DuFour, R., (2016) *Collaborative Common Assessments*

http://www.allthingsplc.info/

https://www.solutiontree.com/

Ben Hill Primary School

One Team-One Goal-Student Success

Math Power Standards and Curriculum Guidance Document

Grades K-2

This document is the result of a collaborative effort by the K-2 Math professional learning community.

Updated July 29, 2022

Part I: What do we expect our students to learn?

The following standards and elements will be taught during the 2022-2023 school year. There will be changes made as growth occurs and as we move forward with professional learning communities.

Kindergarten Math Power Standards
2022-2023

MGSEK.CC.1 Count to 100 by ones and tens.

MGSEK.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).

MGSEK.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

MGSEK.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six ,seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)

MGSEK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.

1ˢᵗ Grade Math Power Standards
2022-2023

MGSE1.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.

MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones —called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

MSGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

MGSE1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MGSE1.OA.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.

MGSE1.OA.6 Add and subtract within 20. a. 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 knows12 − 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) b. Fluently add and subtract within 10.

MGSE1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)

MGSE1. MD.3 Tell and write time in hours and half hours using analog and digital clocks.

MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2nd Grade Math Power Standards
2022-2023

MGSE2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions

MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 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, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven eight, or nine hundreds (and 0 tens and 0 ones).

MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s

MGSE2.NBT.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; relate the strategy to a written method.

MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

MGSE2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Prioritization of Related State Standards

In addition to identifying power standards, level 1 standards for K-2, we have identified those state standards which support the power standards. For example, power standard 1NBT.4 asks students to add within 100, including adding a two-digit number and a one-digit number and add a two-digit number and a multiple of ten using models, strategies, and drawings. A level 2 standard to support that standard is 1NBT.5. This standard asks students to use mental strategies to find 10 more or 10 less than a given number.

Level 3 standards are for enhanced, accelerated, and/or any individual student who proves mastery of the level 1 or 2 standards or in conjunction with level 1 and level 2 standards or in conjunction with level 1 and level 2 standards for those who are at grade level or above.

Teachers are reminded that the power standards must be the priority, and it should be the expectation of each teacher that all students will master those standards.

Finally, this document is a work in progress and will be updated and modified as needed to ensure that the students at Ben Hill Primary School will have the best opportunities for growth and success at every level.

Kindergarten Math Prioritized Standards

Level 1: MGSEK.CC.1 Count to 100 by ones and tens.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSEK.CC.4 Understand the relationship between numbers and quantities; connecting counting to cardinality. **MGSEK.CC.5** Count to answer "how many?" questions.	

Level 1: MGSEK.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).	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **MGSEK.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (a-c) **MGSEK.CC.5** Count to answer 'how many?" questions. (a-c) **MGSEK.CC.7** Compare two numbers between 1 and 10 presented as written numerals.	

Level 1: MGSEK.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. (a-c) **MGSEK.CC.5** Count to answer 'how many?" questions. (a-c) **MGSEK.CC.7** Compare two numbers between 1 and 10 presented as written numerals. **MGSEK.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their	**MGSEK.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	

Level 1: MGSEK.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **MGSEK.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (a-c) **MGSEK.CC.5** Count to answer 'how many?" questions. (a-c) **MGSEK.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	

Level 1: MGSEK.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **MGSEK.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. (a-c) **MGSEK.CC.5** Count to answer 'how many?" questions. (a-c) **MGSEK.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	

MGSEK.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation). **MGSEK.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **MGSEK.OA.5** Fluently add and subtract within 5.	

Level 1: MGSEK.G.2: Correctly name shapes regardless of their orientations or overall size.	
Level 2 Supporting Standards: **MGSEK.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **MGSEK.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	**Level 3 Supporting Standards:** **MGSEK.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **MGSEK.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **MGSEK.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

1ˢᵗ Grade Math Prioritized Standards

Level 1: MGSE1.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.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **MGSE1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g.,70 – 30, 30 – 10, 60 – 60)	

Level 1: MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **MGSE1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g.,70 – 30, 30 – 10, 60 – 60) **MGSE1.NBT.7** Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)	

Level 1: MGSE1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	

Level 1: MGSE1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **MGSE1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g.,70 – 30, 30 – 10, 60 – 60)	

Level 1: MGSE1.OA.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.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **MGSE1.OA.3** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	**MGSE1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.

| **MGSE1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ − 3, 6 + 6 = Δ. | |

Level 1: MGSE1.OA.6 Add and subtract within 20. a. 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).

Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **MGSE1.OA.3** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) **MGSE1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ − 3, 6 + 6 = Δ.	**MGSE1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 − 8 by finding the number that makes 10 when added to 8. **MGSE1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Level 1: MGSE1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)

Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	

Level 1: MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	

Level 1: MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	**MGSE1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **MGSE1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Level 1: MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	
Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions. **MGSE1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	

2nd Grade Math Prioritized Standards

Level 1: MGSE2.OA.1 Use addition and subtraction within 100 to solve **one step** word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
MGSE2.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. **MGSE2.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. **MGSE2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. **MGSE2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	

Level 1: MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
MGSE2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **MGSE2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	

Level 1: MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 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, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Level 2 Supporting Standards:	Level 3 Supporting Standards:
MGSE2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MGSE2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	

Level 1: MGSE2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
MGSE2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. **MGSE2.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.	

Level 1: MGSE2.NBT.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; relate the strategy to a written method.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
MGSE2.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. **MGSE2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **MGSE2.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. **MGSE2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.	

Level 1: MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **MGSE2.MD.2** Measure the length of an object twice, using length units of different measurements: describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. **MGSE2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters. **MGSE.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	

Level 1: MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes.

Level 2 Supporting Standards:	Level 3 Supporting Standards:

Level 1: MGSE2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Level 2 Supporting Standards:	Level 3 Supporting Standards:
	MGSE2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Level 1: **MGSE2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Level 2 Supporting Standards:	**Level 3 Supporting Standards:**
	MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Part 2: How will we know when each student has learned?

At Ben Hill Primary School, the Math PLC teams will meet weekly to identify what it will look like when a student masters a standard. Together, we will create rubrics, exemplars, anchor charts, etc. so each student will be held to the same standard of mastery regardless of the assigned teacher. Common formative assessments, aligned to the power standards, will be created and administered. The number of formative and summative assessments for each standard will be agreed upon by the team.

During PLC team meetings, teachers will analyze data from common formative assessments to judge whether a student has learned or not. When additional time, practice, and/or instruction are indicated and implemented, students will be reassessed for the deficit standard(s) to determine whether the student has responded to the additional support.

Math teachers will strive to provide a variety of ways for students to demonstrate mastery of standards. It is expected that every student will read, write, discuss, present, create, and express themselves through a variety of mediums.

Each Math teacher will keep a portfolio of the students' work. The portfolio will be kept in the homeroom classroom, and samples from the portfolio will be used to determine student growth and mastery of the power standards. Additionally, samples may be used as evidence for moving a student into more intensive tiers on the academic pyramid of interventions for extra support.

Finally, students will take a universal screener (MAP and DIBELS) and/or progress monitoring assessments at specified times during the year. The results of the assessments will be an indication of student growth and level of mastery.

Formative Assessments

What are formative assessments? Formative assessments are activities or events that give the teacher a snapshot of where individual or groups of students stand in terms of content mastery so that the teacher can adjust instruction **during the learning**. Formative assessments provide opportunities for teachers to clarify the intended learning, secure evidence to support instructional decisions, verify student's current level of understanding, and intervene in a timely manner. Formative assessment data may be used for individual or group re-teaching. Additionally, grouping and differentiation decisions can be supported through formative assessment data.

Strategies/Ideas for Formative Assessment

- Summarizing
- Quiz or pretest
- Teacher observation
- Questioning
- Ticket Out the Door
- Dry erase boards to display answers
- Discussion groups
- Sharing annotations of Close Reading
- Exit slips 3-2-1 strategy
- Student conferencing
- Anecdotal notes
- Graphic organizers
- Peer/self-assessment
- Think-Pair-Share
- Rubrics
- Learning/Response logs or journals
- Presentations
- Hand signals
- Check Lists
- Fist to 5

Part 3 & 4:

What will we do when students don't learn?

What will we do when students do learn?

Ben Hill Primary School acknowledges that the fundamental purpose of our school is to help all students achieve high levels of learning. Therefore, we provide students with systematic interventions that guarantee each student will receive additional time and support for learning if he/she experiences initial difficulty.

Resources:

Learning by Doing by Richard DuFour

Simplifying Response to Intervention: Four Essential Guiding Principles by Austin Buffum & Mike Mattos

http://www.nctm.org/events/

http://www.k-5mathteachingresources.com/

http://www.nctm.org/

www.interventioncentral.org

www.rti4success.org

www.studentprogress.org

www.meadowscenter.org/vgc

www.rtinetwork.org

http://www.allthingsplc.info/

https://www.teachingchannel.org/

https://ies.ed.gov/ncee/wwc

http://www.rtinetwork.org/

http://www.nea.org/

http://www.jimwrightonline.com/php/rti/rti_wire.php

https://www.engageny.org/

https://embarc.online/

References

Buffum, A., Mattos, M., & Weber, C., (2012) *Simplifying Response to Intervention: Four Essential Guiding Principles*

DuFour, R. (2015) *In Praise of American Educators: And How They Can Become Even Better*

DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M., (2016) *Learning By Doing: A Handbook for Professional Learning*

Earkens, C., DuFour, R., (2016) *Collaborative Common Assessments*

http://www.allthingsplc.info/

https://www.solutiontree.com/