



# CURRICULAR STANDARDS

## Thanks for Keeping Our Glass Half Full!

### English Language Arts Common Core State Standards\*

<b>GRADE K</b>
<b>READING: FOUNDATIONAL SKILLS</b>
<b>Print Concepts:</b> <u>CCSS.ELA-LITERACY.RF.K.1</u> Demonstrate understanding of the organization and basic features of print.
<b>Phonics and Word Recognition:</b> <u>CCSS.ELA-LITERACY.RF.K.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.
<b>WRITING</b>
<b>Text Types and Purposes:</b> <u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
<b>SPEAKING AND LISTENING</b>
<b>Comprehension and Collaboration:</b> <u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
<b>Presentation of Knowledge and Ideas:</b> <u>CCSS.ELA-LITERACY.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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<b>GRADE 1</b>
<b>READING: FOUNDATIONAL SKILLS</b>
<p><b>Print Concepts:</b>  <u>CCSS.ELA-LITERACY.RF.1.1</u>          Demonstrate understanding of the organization and basic features of print.</p>
<p><b>Phonics and Word Recognition:</b>  <u>CCSS.ELA-LITERACY.RF.1.3</u>          Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<b>WRITING</b>
<p><b>Text Types and Purposes:</b>  <u>CCSS.ELA-LITERACY.W.1.2</u>          Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<b>SPEAKING AND LISTENING</b>
<p><b>Comprehension and Collaboration:</b>  <u>CCSS.ELA-LITERACY.SL.1.1</u>          Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>
<p><b>Presentation of Knowledge and Ideas:</b>  <u>CCSS.ELA-LITERACY.SL.1.4</u>          Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

<b>GRADE 2</b>
<b>READING: FOUNDATIONAL SKILLS</b>
<p><b>Phonics and Word Recognition:</b>  <u>CCSS.ELA-LITERACY.RF.2.3</u>          Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>Fluency:</b>  <u>CCSS.ELA-LITERACY.RF.2.4</u>          Read with sufficient accuracy and fluency to support comprehension.</p>
<b>WRITING</b>
<p><b>Production and Distribution of Writing:</b>  <u>CCSS.ELA-LITERACY.W.2.5</u>          With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<b>SPEAKING AND LISTENING</b>
<p><b>Comprehension and Collaboration:</b>  <u>CCSS.ELA-LITERACY.SL.2.1</u>          Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
<p><b>Presentation of Knowledge and Ideas:</b>  <u>CCSS.ELA-LITERACY.SL.2.5</u>          Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

<b>GRADE 3</b>
<b>READING: FOUNDATIONAL SKILLS</b>
<p><b>Phonics and Word Recognition:</b>  <u>CCSS.ELA-LITERACY.RF.3.3</u>          Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>Fluency:</b>  <u>CCSS.ELA-LITERACY.RF.3.4</u>          Read with sufficient accuracy and fluency to support comprehension.</p>
<b>WRITING</b>
<p><b>Production and Distribution of Writing:</b>  <u>CCSS.ELA-LITERACY.W.3.4</u>          With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<p><b>Range of Writing:</b>  <u>CCSS.ELA-LITERACY.W.3.10</u>          Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<b>SPEAKING AND LISTENING</b>
<p><b>Comprehension and Collaboration:</b>  <u>CCSS.ELA-LITERACY.SL.3.1</u>          Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p><b>Presentation of Knowledge and Ideas:</b>  <u>CCSS.ELA-LITERACY.SL.3.4</u>          Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>

<b>GRADE 4</b>
<b>READING: FOUNDATIONAL SKILLS</b>
<p><b>Phonics and Word Recognition:</b>  <u>CCSS.ELA-LITERACY.RF.4.3</u>          Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p><b>Fluency:</b>  <u>CCSS.ELA-LITERACY.RF.4.4</u>          Read with sufficient accuracy and fluency to support comprehension.</p>
<b>WRITING</b>
<p><b>Production and Distribution of Writing:</b>  <u>CCSS.ELA-LITERACY.W.4.4</u>          Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

**Range of Writing:**

CCSS.ELA-LITERACY.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SPEAKING AND LISTENING**

**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

**Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**GRADE 5**

**READING: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition:**

CCSS.ELA-LITERACY.RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding words.

**WRITING**

**Production and Distribution of Writing:**

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Range of Writing:**

CCSS.ELA-LITERACY.W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SPEAKING AND LISTENING**

**Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

**Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## SEL Core Competencies\*\*

<b>GRADES K-5</b>
<b>SELF-AWARENESS</b>
The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as: <ul style="list-style-type: none"><li>• Linking feelings, values, and thoughts</li></ul>
<b>SOCIAL AWARENESS</b>
The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as: <ul style="list-style-type: none"><li>• Recognizing strengths in others</li><li>• Understanding and expressing gratitude</li></ul>
<b>SELF-MANAGEMENT</b>
The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as: <ul style="list-style-type: none"><li>• Managing one’s emotions</li><li>• Identifying and using stress-management strategies</li></ul>
<b>RELATIONSHIP SKILLS</b>
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as: <ul style="list-style-type: none"><li>• Practicing teamwork and collaborative problem-solving</li></ul>
<b>RESPONSIBLE DECISION-MAKING</b>
The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as: <ul style="list-style-type: none"><li>• Identifying solutions for personal and social problems</li><li>• Reflecting on one’s role to promote personal, family, and community well-being</li><li>• Evaluating personal, interpersonal, community, and institutional impacts</li></ul>

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