

COMMON CORE STANDARDS FOR MATH AND SCIENCE

GRADE 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes

To learn more, visit <http://www.corestandards.org/Math/Content/1/introduction/>

GRADE 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

To learn more, visit <http://www.corestandards.org/Math/Content/2/introduction/>

GRADE 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

To learn more, visit <http://www.corestandards.org/Math/Content/3/introduction/>

GRADE 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

To learn more, visit <http://www.corestandards.org/Math/Content/4/introduction/>

GRADE 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

To learn more, visit <http://www.corestandards.org/Math/Content/5/introduction/>

NEXT GENERATION SCIENCE STANDARDS

- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

COMMON CORE STANDARDS FOR LANGUAGE ARTS

GRADE 1

- **CCSS.ELA-Literacy.SL.1.1**
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-Literacy.SL.1.5**
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **CCSS.ELA-Literacy.W.1.8**
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRADE 2

- **CCSS.ELA-Literacy.SL.2.1**
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-Literacy.W.2.7**
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).
- **CCSS.ELA-Literacy.W.2.8**
Recall information from experiences or gather information from provided sources to answer a question.

GRADE 3

- **CCSS.ELA-Literacy.RI.3.7**
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.W.3.2**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE 4

- **CCSS.ELA-Literacy.W.4.1**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-Literacy.W.4.2**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.4.4**
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **CCSS.ELA-Literacy.W.4.5**
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

GRADE 5

- **CCSS.ELA-Literacy.W.5.1**
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-Literacy.W.5.2**
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.5.4**
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **CCSS.ELA-Literacy.W.5.5**
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- **CCSS.ELA-Literacy.W.5.7**
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.W.5.8**
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **CCSS.ELA-Literacy.W.5.9**
Draw evidence from literary or informational texts to support analysis, reflection, and research.