

California Standards Which Are Met by Participation in the Lincoln 200<sup>th</sup> Birthday Project hosted by Jenuinetech.com

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## State Standards CA

### **KINDERGARTEN**

#### **READING**

2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed.

2.2 Use pictures and context to make predictions about story content.

2.3 Connect to life experiences the information and events in texts.

2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings.

3.1 Distinguish fantasy from realistic text.

3.3 Identify characters, settings, and important events.

#### **Writing**

1.0 Writing Strategies Students write words and brief sentences that are legible.

##### *Organization and Focus*

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).

1.3 Write by moving from left to right and from top to bottom.

##### *Penmanship*

1.4 Write uppercase and lowercase letters of the

## **GRADE ONE**

### **READING**

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Concepts About Print

1.1 Match oral words to printed words.

1.2 Identify the title and author of a reading selection. 1.3 Identify letters, words, and sentences.

Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Structural Features of Informational Materials 2.1 Identify text that uses sequence or other logical order. Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to who, what, when, where, and how questions.

2.3 Follow one-step written instructions.

2.4 Use context to resolve ambiguities about word and sentence meanings.

2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

2.6 Relate prior knowledge to textual information.

2.7 Retell the central ideas of simple expository or narrative passages.

Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

#### Narrative Analysis of Grade-Level-Appropriate Text

3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### Organization and Focus

1.1 Select a focus when writing.

1.2 Use descriptive words when writing.

#### Penmanship

1.3 Print legibly and space letters, words, and sentences appropriately.

#### Listening and Speaking

Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Comprehension

1.1 Listen attentively.

1.2 Ask questions for clarification and

Organization and Delivery of Oral Communication

1.4 Stay on the topic when speaking.

1.5 Use descriptive words when speaking about people, places, things, and events.

Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

2.3 Relate an important life event or personal experience in a simple sequence.

## **GRADE TWO**

### **READING**

Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 State the purpose in reading (i.e., tell what information is sought).

2.3 Use knowledge of the author's purpose(s) to comprehend informational text.

2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).

2.5 Restate facts and details in the text to clarify and organize ideas.

2.6 Recognize cause-and-effect relationships in a text.

3.0. Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Group related ideas and maintain a consistent focus.

Penmanship

1.2 Create readable documents with legible handwriting.

Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.

1.2 Recognize and use the correct word order in written sentences.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Punctuation

1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.

1.5 Use quotation marks correctly.

Capitalization

1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### Organization and Delivery of Oral Communication

1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

1.7 Recount experiences in a logical sequence.

1.8 Retell stories, including characters, setting, and plot.

## **GRADE THREE** **READING**

### Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.4 Recall major points in the text and make and modify predictions about forthcoming information.
- 2.5 Distinguish the main idea and supporting details in expository text.
- 2.6 Extract appropriate and significant information from the text, including problems and solutions.

**Literary Response and Analysis** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).

### Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

**Writing Strategies** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### Penmanship 1.2

Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

**Written and Oral English Language Conventions** Students write and speak with a command of standard English conventions appropriate to this grade level.

### Sentence Structure

- 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

### Grammar

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.

Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3 Respond to questions with appropriate elaboration.

## **GRADE FOUR** **READING**

Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Penmanship

1.4 Write fluidly and legibly in cursive or joined italic.

Research and Technology

1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple and compound sentences in writing and speaking.

1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

Grammar

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

1.5 Use underlining, quotation marks, or italics to identify titles of documents.

#### Capitalization

1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

#### Spelling

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

**Listening and Speaking Strategies** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### Comprehension

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

#### Organization and Delivery of Oral Communication

1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

**Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable.

2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

## **GRADE FIVE**

### **READING**

Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending.

1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. Research and Technology

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).

Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.

Grammar

1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.

Punctuation

1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

Capitalization

1.4 Use correct capitalization

Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### Comprehension

1.1 Ask questions that seek information not already discussed.

#### Organization and Delivery of Oral Communication

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.

## **GRADE SIX** **READING**

Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.

Research and Technology

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. Capitalization 1.4 Use correct capitalization.

#### Spelling

1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

**Listening and Speaking Strategies** Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### Organization and Delivery of Oral Communication

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

# MATH

## **Kindergarten**

### Number Sense

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

3.1 Recognize when an estimate is reasonable.

### Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment: 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

## **First Grade**

### Number Sense

1.0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100.

1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than ( $<$ ,  $=$ ,  $>$ ).

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

2.4 Count by 2s, 5s, and 10s to 100.

### Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning:

2.1 Explain the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results from the context of the problem.

## **Grade Two**

### Number Sense

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:

6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

### Statistics, Data Analysis, and Probability

1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

- 1.1 Record numerical data in systematic ways, keeping track of what has been counted.
- 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
- 1.3 Identify features of data sets (range and mode).
- 1.4 Ask and answer simple questions related to data representations

### Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

- 1.1 Determine the approach, materials, and strategies to be used.
  - 1.2 Use tools, such as manipulatives or sketches, to model problems.
- 2.0 Students solve problems and justify their reasoning:
- 2.1 Defend the reasoning used and justify the procedures selected

## **Third Grade**

### Number Sense

1.0 Students understand the place value of whole numbers:

- 1.1 Count, read, and write whole numbers to 10,000.
- 1.2 Compare and order whole numbers to 10,000.
- 1.3 Identify the place value for each digit in numbers to 10,000.

### Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

- 1.1 Identify whether common events are certain, likely, unlikely, or improbable.

### Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

- 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
  - 1.2 Determine when and how to break a problem into simpler parts.
- 2.0 Students use strategies, skills, and concepts in finding solutions:
- 2.1 Use estimation to verify the reasonableness of calculated results.

## **Fourth Grade**

### Number Sense

1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

- 1.1 Read and write whole numbers in the millions.

## Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:

1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

1.3 Interpret one- and two-variable data graphs to answer questions about a situation

## Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

## **Fifth Grade**

### Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

## **Sixth Grade**

### Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

