**Fourth Quarter Standards: Bolded are targeted (anchored) /graded standards**

**Reading Standards**

* Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
* **Describe how reasons support specific points the author makes in a text.**
* 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.
* Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
* Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
* **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.**
* **Describe the connection between a series of historical evens, scientific ideas or concepts, or steps in technical procedures in a text.**
* Compare and contrast the most important point presented by two texts on the same topic.
* Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
* Know and apply grade level phonics and word analysis in decoding words. Decode words with common prefixes and suffixes
* Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
* Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
* Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
* **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.**
* Demonstrates understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy and juicy).
* **Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.**

**Writing Standards**

* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Use adjectives and adverbs, and choose between them depending on what is to be modified.
* **Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.**
* **Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**
* **Identify real life connections between words and their use (e.g., describe food that are spicy or juicy), including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)**
* Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives
* Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.
* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Math Standards**

* **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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.**
* **Explain why addition and subtraction strategies work, using place value and the properties of operations**
* **Use addition and subtraction within 100 to solve one-and –two-step story problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.**
* **Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.**
* **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.**
* **Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.**
* **Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen**
* **Estimate lengths using units of inches, feet, centimeters, and meters**.
* **Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.**
* **Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,… and represent whole-number sums and differences within 100 on a number line diagram.**
* **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**
* **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 problems1 using information presented in a bar graph.**
* **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.**