

Most Important Academic Goals for Elementary School

Language Arts

The first grade writing curriculum is intended to help students...

- ...feel valued as members of a writing community.
- ...view the world with a writer's eye, using their experiences and environment to gather ideas.
- ...thoughtfully consider a purpose for writing.
- ...develop stamina for writing. This includes staying focused on the purpose of writing and revisiting a work in progress.
- ...engage in reading and listening to texts like a writer. This includes noticing author's craft, genre, and form in writing.
- ...develop an awareness of writing for a reader and preparing a writing creation to be shared with the world.

What types of writing do first graders do?

- Narrative, Opinion, Informative, Fiction, Poetry

What is the daily routine for writing instruction?

- The first grade writing curriculum is organized around units of study to teach students as actual writers and to help them sharpen their vision of themselves as writers. First grade students will engage in a daily writing block identified as Writing Workshop. The Writing Workshop includes a mini-lesson, writing time (where students are fully engaged in composing, creating books/projects, and conferring with the teacher), and a sharing session. Mini-lessons are organized into focus units of study throughout the year. Through modeled/shared writing and the use of mentor texts, students will continue to develop their understanding of the basic conventions of written language.

What are the new grammar skills first graders learn?

- -Capitalize dates and proper nouns
- -Identify and use singular, plural, common, and proper nouns
- -Use end punctuation
- -Use commas in dates
- -Use commas in words in a series
- -Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions
- -Use an apostrophe to make a contraction
- -Use singular, plural, common, proper, and possessive nouns
- -Write complete sentences

The second grade writing curriculum is intended to help students...

- ...see themselves as writers.
- ...feel valued as members of a writing community where individuals give and receive meaningful feedback.
- ...view the world with a writer's eye, using their experiences and environment to gather ideas.
- ...thoughtfully consider a purpose for writing.
- ...develop stamina for writing. This includes staying focused on the purpose of writing and revisiting a work in progress.
- ...read and listen to texts like a writer. This includes noticing author's craft, genre, and form in writing.
- ...prepare writing pieces to be shared with a wider audience by focusing on the conventions of written language.
- ...explore the characteristics of various genres of writing.
- ...begin to independently navigate the writing process.
- ...engage in effective research practices.
- ...practice essential literacy and communication skills in a workshop environment.

What types of writing do second graders do?

- Narrative, Opinion, Informative, Research-Based Informative, How-To, Fiction, and Poetry

How do second graders learn to write effectively?

- The second grade writing curriculum is organized into nine genre study/focus units. At the beginning of the year, students learn how to generate ideas for writing and participate in the routines of a writing workshop. Tapping into students' intrinsic motivation for writing is a key component of this portion of the curriculum. In subsequent units, students follow a typical pattern as they begin to explore various genres of writing. The first part of each unit involves immersion in the genre. Students inquire about the characteristics of a particular genre and then read and listen to exemplary texts to identify components of the author's craft. This phase also involves generating ideas for writing, engaging in quick writes, and drafting various pieces. During the second part of the unit, students learn to select a draft to prepare for publication. Throughout this phase, they are composing and conferring with the teacher or their peers. At the end of each genre study, students learn specific techniques for revising and editing their writing. They learn to feel a sense of pride as they prepare their work to be shared with a wider audience through various forms of publishing.

What is the daily routine for writing instruction?

- Second grade students engage in a daily block identified as the Writing Workshop. The Writing Workshop includes a mini-lesson, writing time (where students are fully engaged in composing and conferring with the teacher), and a sharing session. Mini-lessons are organized into focus units of study throughout the year. Instruction in grammar, mechanics, and usage is also incorporated into the workshop time through focused mini-lessons, individual and small group conferences, and modeled/shared writing.

What are the new grammar skills second graders learn?

- - Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.
- Identify and use action verbs.
- Form and use regular verbs - past, present, and future tense.
- Correctly punctuate parts of a letter.
- Use commas in words in a series.

The third grade writing curriculum is intended to help students...

- ...see themselves as writers.
- ...feel valued as members of a writing community where individuals give and receive meaningful feedback.
- ...view the world with a writer's eye, using their experiences and environment to gather ideas.
- ...thoughtfully consider a purpose for writing.
- ...develop stamina for writing. This includes staying focused on the purpose of writing and revisiting a work in progress.
- ...read and listen to texts like a writer. This includes noticing author's craft, genre, and form in writing.
- ...prepare writing pieces to be shared with a wider audience by focusing on the conventions of written language.
- ...explore the characteristics of various genres of writing.
- ...begin to independently navigate the writing process.
- ...engage in effective research practices.
- ...practice essential literacy and communication skills in a workshop environment.

What types of writing do third graders do?

- Narrative, Opinion, Informative, Research-Based Informative, How-To, Fiction, and Poetry

How do third graders learn to write effectively?

- The third grade writing curriculum is organized into seven genre study/focus units. At the beginning of the year, students learn how to generate ideas for writing and participate in the

routines of a writing workshop. Tapping into students' intrinsic motivation for writing is a key component of this portion of the curriculum. In subsequent units, students follow a typical pattern as they begin to explore various genres of writing. The first part of each unit involves immersion in the genre. Students inquire about the characteristics of a particular genre and then read and listen to exemplary texts to identify components of the author's craft. This phase also involves generating ideas for writing, engaging in quick writes, and drafting various pieces. During the second part of the unit, students learn to select a draft to prepare for publication. Throughout this phase, they are composing and conferring with the teacher or their peers. At the end of each genre study, students learn specific techniques for revising and editing their writing. They learn to feel a sense of pride as they prepare their work to be shared with a wider audience through various forms of publishing.

What is the daily routine for writing instruction?

- Third grade students engage in a daily block identified as the Writing Workshop. The Writing Workshop includes a mini-lesson, writing time (where students are fully engaged in composing and conferring with the teacher), and a sharing session. Mini-lessons are organized into focus units of study throughout the year. Instruction in grammar, mechanics, and usage is also incorporated into the workshop time through focused mini-lessons, individual and small group conferences, and modeled/shared writing.

What are the new grammar skills third graders learn?

- - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- - Form and use regular and irregular plural nouns.
- - Use abstract nouns (i.e. *childhood*).
- - Form and use irregular verbs.
- - Form and use simple verb tenses (e.g. *I walked; I walk; I will walk*).
- - Ensure subject-verb and pronoun-antecedent agreement.
- - Form and use positive, comparative, and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- - Use coordinating and subordinating conjunctions.
- - Produce simple, compound, and complex sentences.
- - Capitalize (and punctuate) appropriate words in titles.
- - Use commas in addresses.
- - Use quotation marks in dialogue.
- - Form and use possessives.
- - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- **The fourth grade writing curriculum is intended to help students...**
- ...see themselves as writers.
- ...feel valued as members of a writing community where individuals give and receive meaningful feedback.
- ...view the world with a writer's eye, using their experiences and environment to gather ideas.
- ...thoughtfully consider a purpose for writing.
- ...develop stamina for writing. This includes staying focused on the purpose of writing and revisiting a work in progress.
- ...read and listen to texts like a writer. This includes noticing author's craft, genre, and form in writing.
- ...prepare writing pieces to be shared with a wider audience by focusing on the conventions of written language.
- ...explore the characteristics of various genres of writing.
- ...independently navigate the writing process.
- ...understand and employ the domains of writing: focus, content, organization, style, and conventions.

- ...engage in effective research practices.
- ...practice essential literacy and communication skills in a workshop environment.

What types of writing do fourth graders do?

- Narrative, Opinion, Informative, Research-Based Informative, How-To, Fiction, and Poetry

How do fourth graders learn to write effectively?

- The fourth grade writing curriculum is organized into eight focus units. At the beginning of the year, students learn how to generate ideas for writing and participate in the routines of a writing workshop. Tapping into students' intrinsic motivation for writing is a key component of this portion of the curriculum. In subsequent units, students follow a typical pattern as they begin to explore various genres of writing. The first part of each unit involves immersion in the genre. Students inquire about the characteristics of a particular genre and then read and listen to exemplary texts to identify components of the author's craft. This phase also involves generating ideas for writing, engaging in quick writes, and drafting various pieces. During the second part of the unit, students learn to select a draft to prepare for publication. Throughout this phase, they are composing and conferring with the teacher or their peers. At the end of each genre study, students learn specific techniques for revising and editing their writing. They learn to feel a sense of pride as they prepare their work to be shared with a wider audience through various forms of publishing.

What is the daily routine for writing instruction?

- Fourth grade students engage in a daily block identified as the Writing Workshop. The Writing Workshop includes a mini-lesson, writing time (where students are fully engaged in composing and conferring with the teacher), and a sharing session. Mini-lessons are organized into focus units of study throughout the year. Instruction in grammar, mechanics, and usage is also incorporated into the workshop time through focused mini-lessons, individual and small group conferences, and modeled/shared writing.

What are the new grammar skills fourth graders learn?

- - Use relative pronouns (e.g., *who, whose, whom, which, that*) and relative adverbs (e.g., *where, when, why*).
- Form and use the progressive verb tenses (e.g., *I was walking, I am walking, I will be walking*).
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Identify and use types of sentences (declarative, interrogative, exclamatory, imperative).
- Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly.
- Correctly punctuate dialogue.
- Identify and use the verb *To Be*.
- Indent paragraphs.
- Homonyms
- Use print and online resources to edit writing (thesauri, dictionaries).
- Write a complete paragraph.

The fifth grade writing curriculum is intended to help students...

- ...see themselves as writers.
- ...feel valued as members of a writing community where individuals give and receive meaningful feedback.
- ...view the world with a writer's eye, using their experiences and environment to gather ideas.

- ...thoughtfully consider a purpose for writing.
- ...develop stamina for writing. This includes staying focused on the purpose of writing and revisiting a work in progress.
- ...read and listen to texts like a writer. This includes noticing author's craft, genre, and form in writing.
- ...prepare writing pieces to be shared with a wider audience by focusing on the conventions of written language.
- ...explore the characteristics of various genres of writing.
- ...independently navigate the writing process.
- ...understand and employ the domains of writing: focus, content, organization, style, and conventions.
- ...engage in effective research practices.
- ...practice essential literacy and communication skills in a workshop environment.

What types of writing do fifth graders do?

- Narrative, Opinion, Informative, Research-Based Informative, How-To, Fiction, and Poetry

How do fifth graders learn to write effectively?

- The fifth grade writing curriculum is organized into nine focus units. At the beginning of the year, students learn how to generate ideas for writing and participate in the routines of a writing workshop. Tapping into students' intrinsic motivation for writing is a key component of this portion of the curriculum. In subsequent units, students follow a typical pattern as they begin to explore various genres of writing. The first part of each unit involves immersion in the genre. Students inquire about the characteristics of a particular genre and then read and listen to exemplary texts to identify components of the author's craft. This phase also involves generating ideas for writing, engaging in quick writes, and drafting various pieces. During the second part of the unit, students learn to select a draft to prepare for publication. Throughout this phase, they are composing and conferring with the teacher or their peers. At the end of each genre study, students learn specific techniques for revising and editing their writing. They learn to feel a sense of pride as they prepare their work to be shared with a wider audience through various forms of publishing.

What is the daily routine for writing instruction?

- Fifth grade students engage in a daily block identified as the Writing Workshop. The Writing Workshop includes a mini-lesson, writing time (where students are fully engaged in composing and conferring with the teacher), and a sharing session. Mini-lessons are organized into focus units of study throughout the year. Instruction in grammar, mechanics, and usage is also incorporated into the workshop time through focused mini-lessons, individual and small group conferences, and modeled/shared writing.

What are the new grammar skills fifth graders learn?

- - Ensure that pronouns are in the proper case (i.e., *subjective, objective, and possessive*).
- - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- - Form and use the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*).
- - Use verb tense to convey various times, sequences, states, and conditions.
- - Recognize and correct inappropriate shifts in verb tense.
- - Use correlative conjunctions (e.g. *either/or, neither/nor*).
- - Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- -Use a comma to separate an introductory element from the rest of the sentence.
- - Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- - Use underlining, quotation marks, or italics to indicate titles of works.
- - Spell grade-appropriate words correctly.
- - Use adverbs.

- Recognize differences between formal and informal communication (texting, blogging, emailing, essay writing, etc.)

The sixth grade writing curriculum is intended to help students...

- ...see themselves as writers.
- ...feel valued as members of a writing community where individuals give and receive meaningful feedback.
- ...view the world with a writer's eye, using their experiences and environment to gather ideas.
- ...thoughtfully consider a purpose for writing.
- ...develop stamina for writing. This includes staying focused on the purpose of writing and revisiting a work in progress.
- ...read and listen to texts like a writer. This includes noticing author's craft, genre, and form in writing.
- ...prepare writing pieces to be shared with a wider audience by focusing on the conventions of written language.
- ...explore the characteristics of various genres of writing.
- ...independently navigate the writing process.
- ...understand and employ the domains of writing: focus, content, organization, style, and conventions.
- ...engage in effective research practices.
- ...practice essential literacy and communication skills in a workshop environment.

What types of writing do sixth graders do?

- Narrative, Argument, Informative, Fiction/Memoir, and Poetry

How do sixth graders learn to write effectively?

- The sixth grade writing curriculum is organized into nine genre study/focus units. At the beginning of the year, students learn how to generate ideas for writing and participate in the routines of a writing workshop. Tapping into students' intrinsic motivation for writing is a key component of this portion of the curriculum. In subsequent units, students follow a typical pattern as they begin to explore various genres of writing. The first part of each unit involves immersion in the genre. Students inquire about the characteristics of a particular genre and then read and listen to exemplary texts to identify components of the author's craft. This phase also involves generating ideas for writing, engaging in quick writes, and drafting various pieces. During the second part of the unit, students learn to select a draft to prepare for publication. Throughout this phase, they are composing and conferring with the teacher or their peers. At the end of each genre study, students learn specific techniques for revising and editing their writing. They learn to feel a sense of pride as they prepare their work to be shared with a wider audience through various forms of publishing.

What is the daily routine for writing instruction?

- Sixth grade students engage in a daily block identified as the Writing Workshop. The Writing Workshop includes a mini-lesson, writing time (where students are fully engaged in composing and conferring with the teacher), and a sharing session. Mini-lessons are organized into focus units of study throughout the year. Instruction in grammar, mechanics, and usage is also incorporated into the workshop time through focused mini-lessons, individual and small group conferences, and modeled/shared writing.
- **What are the new grammar skills sixth graders learn?**
- - Use intensive pronouns (e.g., *myself*, *ourselves*).
- - Recognize and correct inappropriate shifts in pronoun number and person
- - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- - Identify and commonly misused verbs (lie/lay, sit/set, rise/raise).
- - Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- - Use colons and semicolons to correct common sentence errors (run-ons, fragments).

Science

- Social Studies
- Mathematics
- Art
- Computer Coding
- Health
- Media and Technology
- Music, Band, Choir, Orchestra
- Physical Education

Elementary school is the beginning of a fruitful educational experience when academic goals are structured to meet the specific needs of the young learner. Knowing which academic goals are most important at this critical age will help you provide learning opportunities that foster the academic goals most important for your child. The widely accepted Common Core State Standards Initiative lists the essential academic goals for young students to be prepared for their futures.

Reading

Reading opens the door for your child to enjoy a lifetime of learning. The ability to read and comprehend text is essential as your child enters the middle and high school years, when an enormous amount of information is learned by reading texts. Even more importantly, the ability to use language to communicate is essential to psychological development. According to the Common Core State Standards Initiative, by the end of elementary school, your child should have the ability to identify key ideas and details of stories; retell stories; identify characters, settings, and major events; relate the relationship of illustrations to a story; understand the central messages of stories; distinguish between fact and fiction; identify the person who is telling the story; reconstruct stories from diverse cultures and points of view; identify the parts of stories, such as introductions and conclusions; identify patterns of events; understand inferred meanings that are not explicitly stated.

Counting

The ability to count is not only important in child development but also important for your child's future success. Counting is the first step toward an understanding of mathematics that will translate into the future ability to function in society, manage money and make wise financial decisions. By the end of elementary school, your child should be able to count by 1s, 2s, 5s and 10s; write numbers; understand place values; understand, write and manipulate decimals; and understand, write and manipulate fractions.

Shapes

Another integral part of child development is the ability to recognize and manipulate objects in the environment and make connections between objects and actions. These skills allow your child to develop higher order thinking skills, which aid in critical thinking and problem solving. By the end of elementary school your child should be able to recognize shapes, partition shapes, recognize shapes in patterns and use shapes to form patterns, combine shapes to form new shapes, understand angle concepts and measurements, and draw shapes, angles and lines.

Mathematical Operations

A critical foundation in mathematical operations learned in the elementary years is built upon for years to come. In addition, a mastery of basic mathematics is essential for your child to think critically and propose solutions to problems. By the end of elementary school, your child should be able to solve word problems using addition, subtraction, multiplication and division; represent problems using addition, subtraction, multiplication and division; work with groups of objects to represent addition, subtraction,

multiplication and division; perform multi-digit arithmetic; exhibit familiarity with factors and multiples; and write simple equations.

Higher order thinking skills refer to a student's ability to use and apply knowledge, reflect upon and think critically about knowledge to make decisions and problem solve to reach a specific outcome or goal. In fifth grade math, these higher order thinking skills are taught and applied through math lessons on operations, values, equations and concepts.

Interpretation and Evaluation

Interpretation and evaluation in math requires fifth graders to recognize and understand a mathematic concept, operation, formula or equation within an expression, calculation or problem. At this grade of math, students practice interpretation and evaluation by working through word problems; reading and writing numerical expressions; recognizing and understanding the place value system and comprehending fractions and decimals, to name a few examples. Students are usually introduced to algebra in fifth grade, which also encourages higher order thinking skills of interpretation and evaluation.

Analyzing Patterns and Relationships

Number patterns and relationships are everywhere in math, from simple counting and addition operations to symbolic forms and functional relationships between numbers and operations. When a fifth grade math teacher asks students to count by tens, predict numbers or figure out what operation to use to solve a word problem, the teacher is encouraging students to recognize and analyze patterns and relationships.

Reading, Writing and Comparing Numbers and Operations

Children begin to read, write and compare numbers and operations in kindergarten, when they first learn to count, add and subtract on paper, in a workbook or at the board. By the time a student reaches fifth grade, basic reading, writing and comparison math skills are extended to a student's ability to complete multi-operational word problems; compare decimals to place value; multiply and divide multi-digit numbers; recognize equivalent fractions and add or subtract fractions with unlike denominators and mixed number values.

Measurement and Classification

In fifth grade, math students begin to learn how to convert measurement units -- for example, converting pints to cups, or inches to feet. The ability to convert measurements requires the higher order thinking abilities of application and problem solving. Students also learn to measure with instruments such as rulers and protractors, which requires them to recall, interpret and apply prior knowledge to make sense of the results. Fifth grade students also learn how to represent, interpret and classify data by plotting points, designing graphs, relating volume, mass and other physical properties to operational functions and calculating two-dimensional geometric figures.

Key Concepts in Elementary Math

The Common Core State Standards Initiative, adopted by 45 out of 50 states by July 2013, details the key concepts taught in elementary schools nationwide. The Common Core, as it is usually called, identifies five domains for elementary mathematics. These domains are Counting & Cardinality, Operations & Algebraic Thinking, Number & Operations, Measurement & Data and Geometry. Key skills and concepts within these domains are introduced and reinforced as students move through the grades. It is common for teachers to revisit lessons from previous grades at the reintroduction of each topic, reviewing and reinforcing the basic information that students should have already mastered before moving on to new details and skills.

Counting & Cardinality

Counting & Cardinality primarily applies to children in kindergarten. Within this domain, young students learn the names of whole numbers and the correct sequencing of these numbers. Once children are able

to recognize and identify numbers, they move on to counting groups of objects, applying the concept of one-to-one correspondence. Finally, kindergarten students learn to compare numbers and identify which number in a pair is larger or smaller. By the end of kindergarten, children should be able to count to 100 by ones and tens, write numbers up to 20 and count to identify how many objects are in a group (up to 20).

Operations & Algebraic Thinking

Operations & Algebraic thinking begins with simple addition and subtraction skills. Children in kindergarten learn to represent addition and subtraction equations with objects, to count to solve problems and to puzzle out simple word problems. These skills are then carried through the higher elementary grades as multiplication and division are added for an understanding of the four basic operations. The focus remains on whole numbers through the elementary years. In third and fourth grades, students become familiar with factors and multiples, and by the end of fourth grade they begin generating and analyzing algebraic patterns.

Number & Operations

There are two Number & Operations domains -- Number & Operations in Base 10 and Number & Operations with Fractions. Children in kindergarten through second grade focus solely on Number & Operations in Base 10. In these grades, students begin with an understanding of place value and numbers 11 through 19 and move through an understanding of place value in three-digit numbers. Students finishing second grade should be able to add and subtract numbers within the thousands, add up to four two-digit numbers, and mentally add with tens and hundreds. Third- and fourth-grade students continue to work with these skills. In addition to base 10, older students also gain an understanding of fraction equivalencies and ordering. They are also introduced to decimals and begin comparing decimal quantities.

Measurement & Data

The Measurement & Data domain incorporates a large number of crucial elementary-school concepts. Children in kindergarten begin learning how to describe and compare measurable attributes and spend a great deal of time classifying objects by size, shape, color and texture. They also begin working with time, money and standard units. As they move through elementary school, children gain the ability solve problems that involve measurement, to convert larger units to smaller units and to represent data in a variety of ways. Creating and interpreting graphs is practiced at all levels.

Geometry

Elementary geometry begins with students' ability to identify, describe and create basic two-dimensional shapes -- circle, square, rectangle, triangle, rhombus, trapezoid and hexagon. Students then move on to partition shapes into equal parts and to describe these parts using fraction words -- half, third, quarter or fourth. By the time they are ready to leave elementary school, students should be able to draw and identify shapes based on the properties of their lines, angles and points of symmetry.