Savannah Elementary Essential Standards 2020-2021
Kindergarten-5th Grade

Grade Level	Math Essential Standard 1	Math Essential Standard 2	Math Essential Standard 3	Math Essential Standard 4	Math Essential Standard 5	Reading Essential Standard 1	Reading Essential Standard 2	Reading Essential Standard 3	Reading Essential Standard 4	Reading Essential Standard 5
Kindergarten	K.2(B)* read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures K.2(I) Compose and decompose numbers up to 10 with objects and pictures	K.2(H)* use comparative language to describe two numbers up to 20 presented as written numerals	K.6E classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size	K.3(B)* solve word problems using objects and drawings to find sums up to 10 and differences within 10	K.8B- Data analysis. The student applies mathematical proccess standards to collect and organize data to make it useful for interpreting information.	K.2 (D) (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. K.2 (D) (iv) recognizing the difference between a letter and a printed word. K.2(D) (x) identifying all uppercase and lowercase letters	K. 5 (E) make connections to personal experiences, ideas in other texts, and society with adult assistance.	K.7 (C) * describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	K.5(F) make inferences and use evidence to support understanding with adult assistance	K.9 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements
First Grade	1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences	1.2C use objects, pictures, and expanded and standard forms to represent numbers up to 120	1.2G represent the comparison of two numbers to 100 using the symbols <, >, or =	1.3(F)* generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	1.6(A)* classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language	1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance"	1.7(D): Retell texts in ways that maintain meaning	1.9(D) Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance	1.6(F) Make inferences and use evidence to support understanding with adult assistance	1.8(C) Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently

Second Grade	2.2B* write a number up to 1,200 in standard, word, and expanded forms; including using place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols (>, <, or =)(2.2D*)	2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms. 2.4 (D)* generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000	2.4C solve one-step **and multi-step word problems** involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms.	2.3 (B) explain that more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part.	2.6A model, create, and describe contextual multiplication situations in which equivalent sets of concrete objects are joined 2.6B model, create, and describe contextual division situations in which equivalent sets of objects are joined	2.8B* Describes the main characters in works of fiction including their traits, motivations, and feelings. -Fiction	2.7D* Retell and paraphrase the text in ways that maintain meaning and logical order. -Fiction	2.9D Recognize characteristics and structures of informational texts (i)*central idea and supporting evidence with adult assistance (ii)*features and graphics to locate and gain information -Expository	2.6E To make connections to personal experiences, ideas and other texts, and society	2.6F* Make inferences and use evidence to support understanding -Fiction
Third Grade	3.4A-solve with fluency one-step and two-step problems involving addition and subtraction within 1000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	3.2A compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	3.3F-represent equivalent fractions with denominators of 2,4,6, and 8 using a variety of objects and pictorial models, including number lines.	3.5E-represent real world relationships using number pairs and verbal descriptions.	3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order (Fiction)	3.9(D) (i)* [recognize] the central idea with supporting evidence	3.6(F)* make inferences and use evidence to support understanding	3.8 (B) I can explain the relationships among the major and minor characters. (Fiction)	3.10(B) analyze how the use of text structure contributes to the author's purpose (Expository)

Fourth Grade	4.2(B) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	4.4(A) Solve addition and subtraction problems with whole numbers and decimals	4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	4.4 (H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders	4.5 (D) solve problems related to perimeter and area of rectangles where dimensions are whole numbers	4.8(C) Analyze plot elements, including the rising action, climax, falling action, and resolution.	4.9D I can recognize the central idea with supporting evidence in an informational text.	4.6 (F) - make inferences about texts and use textual evidence to support understanding.	4.10 (A)- explain the author's purpose and message within a text.	4.6(E) - make connections to personal experiences, ideas, in other texts, and society.
Fifth Grade	5.3(b) - multiply a 3-digit by 2-digit using the standard algorithm.	5.3(E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers Decimals X	5.3G solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;	5.3 kNumber and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to: (K) add and subtract positive rational numbers fluently Fractions +/-	5.3(L) divide whole numbers by unit fractions and unit fractions by whole numbers Fractions Dividing	5.7D I can summarize texts in a logical order.	5.8A I can infer multiple themes within a text using text evidence.	5.9D I can recognize the central idea with supporting evidence in an informational text.	5.6F I can make inferences and use evidence to support my understanding.	5.8 I can recognize and analyze literary elements within a text.