



West Virginia

College & Career Readiness Standards

Support for College- and Career-Readiness Standards

ENGLISH LANGUAGE ARTS AND MATHEMATICS K-2



*Office of Special Education
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Introduction

Support for College- and Career-Readiness Standards: English Language Arts and Mathematics K-2 is a companion document to the *West Virginia College- and Career-Readiness Standards*.

This document prepares students for study of the grade-level standards through the teaching of prerequisite and enabling skills necessary for mastering each standard. **This allows students to work toward grade-level and course content standards while working at individual ability levels.** By identifying the prerequisite and enabling skills for each standard, teachers may plan instruction **to address the achievement gap.**

Support for College- and Career-Readiness Standards: English Language Arts and Mathematics K-2 provides short-term objectives to help students reach grade-level standards. Educators are encouraged to use the support document to:

- Write annual Individualized Education Program (IEP) goals
- Design targeted interventions
- Write learner objectives
- Develop lesson plans
- Plan for instructional grouping
- Plan for parent communication and conferences
- Prepare students for mastery of state standards

This document helps educators recognize what students are able to do in relation to the grade-level standards in order to help them move toward explicit success criteria.

Educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local education agencies (LEAs) may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

Navigating the Document

The West Virginia College-and Career-Readiness Standards (WV CCRS) will be listed by domain on the left- hand side of each page. The right-hand column labeled “*Can this student...?*” lists suggested supports, or steps, that a student might need to accomplish prior to mastering the grade-level standard.

The bullet at the top of this list is generally the skill closest to the grade-level standard. If a student is unprepared to demonstrate the skill at the top of the list, the teacher should continue to move down the list of suggestions until he or she identifies what that student is able to do. The bulleted list can be thought of as a ladder; starting at the bottom, educators help the student step up each rung until they are ready to demonstrate mastery of the grade-level standard. It is important to remember the pre-requisite skills are **not meant to replace** the grade-level standard nor are they a “break-down” of the standard itself.

For example, if a student has not yet mastered WV CCRS ELA 1.1, “*Ask and answer questions about key details in a literary text,*” the teacher should look to the first bullet listed to the right under “*Can this student...?*” The teacher would ask “*Can this student use language to express ideas and ask questions in complete sentences?*” If not, move to the next bullet: “*Can this student identify question words and know how to apply them to ask questions?*” Continue down the list until the teacher finds an appropriate starting point for instruction.

Cluster	Key Ideas and Details	Can this student...?
ELA.1.1	Ask and answer questions about key details in a literary text.	• Use language to express ideas and ask questions in complete sentences • Identify question words and know how to apply them to ask questions • Use picture details in context to tell what happens in literary text • Listen with comprehension

*Note for educators writing IEP goals:

Goals should address student’s unique needs across the content areas and should link to the West Virginia College- and Career-Readiness Standards so that a student has the foundation or precursor skills and strategies needed to access and progress in the general education curriculum. Keep in mind that the standards themselves are generally not stated in measurable terms and cannot be substituted for individually developed goals. Rather, the annual goal should focus on what is needed for the student to learn and attain the grade-level standard.

Numbering of ELA Standards

The following English language arts standards will be numbered continuously. The ranges in the chart below relate to the clusters found within the English language arts domains:

Early Learning Foundations	
Fluency	Foundation I
Phonics and Word Recognition	Foundation II
Handwriting	Foundation III
Phonological Awareness	Foundation IV
Print Concepts	Foundation V
Reading	
Key Ideas and Details	Standards 1-6
Craft and Structure	Standards 7-12
Integration of Knowledge and Ideas	Standards 13-17
Range of Reading and Text Complexity	Standards 18-19
Writing	
Text Types and Purposes	Standards 20-22
Production and Distribution of Writing	Standards 23-25
Research to Build and Present Knowledge	Standards 26-28
Range of Writing	Standard 29
Speaking & Listening	
Comprehension and Collaboration	Standards 30-32
Presentation of Knowledge and Ideas	Standards 33-35
Language	
Conventions of Standard English	Standards 36-37
Knowledge of Language	Standard 38
Vocabulary Acquisition and Use	Standards 39-41

Support for English Language Arts Standards

Kindergarten

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills and technology tools. Students in kindergarten will advance through a developmentally-appropriate progression of standards. The following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in kindergarten:

Early Learning Foundations	
Name upper-and lower-case letters, recognize the structure of sounds in language, and match letters with their sounds and print them.	
Reading	Writing
- Compare the adventures and experiences of characters in familiar stories, such as fairy tales and folktales. - Retell familiar stories and talking about stories read to them using details from the text. - Ask and answer questions about key details in stories or other information read aloud.	- State an opinion or preference about a topic or book in writing (e.g., "My favorite book is..."). - Use a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened.
Speaking/Listening	Language
- Take part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking). - Speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events	- Understand and use question words (e.g., who, what, where, when, why, how) in discussions. - Learn to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, and are).

Early Learning Foundations

Cluster	Fluency	Can this student...?
ELA.K.I	Read emergent-reader texts with purpose and understanding.	- Recognize that printed material conveys meaning and connects to the reader's world - Recognize common high frequency words - Accurately blend and read CVC words/ word patterns

Cluster	Phonics and Word Recognition	Can this student...?
ELA.K.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate common spellings (graphemes) with the five major short vowel sounds. • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, or does</i>). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	• Understand that some high-frequency words are not decodable • Understand that words are made of vowels and consonants • Recognize the difference between vowels and consonants through spoken language and orally produce the sounds • Recognize that letters grouped together form a word • Match letter names to letter sounds • Read environmental print

Cluster	Handwriting	Can this student...?
ELA.K.III	Print upper- and lowercase letters.	• Properly form some letters • Produce letter formations (e.g., using tools other than a traditional utensil such as in sand, playdough, etc.) • Use a writing tool to make marks

Cluster	Phonological Awareness	Can this student...?
ELA.K.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	• Understand that words are made of one or more syllables (e.g., clap two-syllable words) • Identify and produce medial sounds in words • Identify and produce final sounds in words • Identify and produce initial sounds in words • Imitate rhyming sounds • Repeat songs, poems, and stories with repeated rhyme and recognize patterns of sounds

Cluster	Print Concepts	Can this student...?
ELA.K.V	Demonstrate understanding of the organization and basic features of print. - Follow words from left to right, top to bottom, and page by page. - Recognize that spoken words are represented in written language by specific sequences of letters. - Understand that words are separated by spaces in print. - Recognize and name upper- and lowercase letters of the alphabet.	- Recognize that printed material conveys meaning and connects to the reader's world - Hold a book upright and identify front and back - Sort letters from numbers and other symbols - Recognize print in the environment

Reading

Cluster	Key Ideas and Details	Can this student...?
ELA.K.1	With prompting and support, ask and answer questions about key details in a literary text.	- Use language to express ideas in complete sentences (with support of sentence stems as needed) - Respond to a question verbally or by using gestures - Identify question words and know how to apply them to ask questions - Use picture details in context to tell what happens in literary text
ELA.K.2	With prompting and support, retell familiar stories, including key details in literary texts.	- Identify the beginning, middle, and end of a story - Sequence pictures from a story - Match pictures that relate to the story - Recall events in daily life sequentially
ELA.K.3	With prompting and support, identify characters, settings, and major events in a literary text.	- Define and identify the major events in a story - Define and identify the setting of a story - Define and name the characters in a story

ELA.K.4	With prompting and support, ask and answer questions about key details in an informational text.	• Use language to express ideas in complete sentences (with support of sentence stems as needed) • Respond to a question verbally or by using gestures • Identify question words and know how to apply them to ask questions • Use picture details in context to tell what happens in informational text
ELA.K.5	With prompting and support, identify the main topic and retell key details of an informational text.	• Recall the supporting details • Understand the term <i>main topic</i> • Recall details about everyday events and situations
ELA.K.6	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	• Identify pictures of people, objects, and actions • Sort pictures of people, objects, and actions
Cluster	Craft and Structure	Can this student...?
ELA.K.7	With prompting and support, ask and answer questions about unknown words in a literary text.	• Define words verbally or through illustrations • Ask questions about unfamiliar words
ELA.K.8	With prompting and support, recognize common types of texts (e.g., storybooks or poems).	• Recall the features of texts (i.e., poems usually have rhyme and rhythm) • Engage with nursery rhymes, poems, and short stories
ELA.K.9	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.	• Understand the roles of the illustrator and author • Locate the names of the author and illustrator of a story
ELA.K.10	With prompting and support, ask and answer questions about unknown words in an informational text.	• Define words verbally or through illustration • Ask questions about unfamiliar words
ELA.K.11	With prompting and support, identify the front cover, back cover, and title page of a book.	• Hold books in upright position, turn pages sequentially and recognize correct orientation (top to bottom, left to right)
ELA.K.12	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text.	• Understand the roles of the author and the illustrator • Locate the names of the author and illustrator of a text

Cluster	Integration of Knowledge and Ideas	Can this student...?
ELA.K.13	With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	• Interpret illustrations to gain meaning • Draw pictures to generate, represent, and express ideas or share information • Identify pictures of objects and actions/events
ELA.K.14	With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.	• Identify the actions of the characters in the story • Identify and sort events, pictures, and words • Identify the concepts of same and different
ELA.K.15	With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	• Use and interpret illustrations to gain meaning • Draw pictures to generate, represent, and express ideas or share information • Understand that illustrations support the text
ELA.K.16	With prompting and support, identify the reasons an author gives to support points in a literary or informational text.	• Use key details to describe why the author wrote the text • Recall key details in a text and illustrations
ELA.K.17	With prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Describe the two texts verbally or through illustration • Answer questions about text(s) • Use words such as same and different in everyday language

Cluster	Range of Reading and Text Complexity	Can this student...?
ELA.K.18	Actively engage in group reading activities of literary texts with purpose and understanding.	• Demonstrate an interest in stories or class discussions by making appropriate facial expressions or gestures • Look attentively at face of speaker and/or book during story time • Turn head and body toward person who is speaking
ELA.K.19	Actively engage in group reading activities of informational texts with purpose and understanding.	• Demonstrate an interest in stories or class discussions by making appropriate facial expressions or gestures • Look attentively at face of speaker and/or book during story time • Turn head and body toward person who is speaking

Writing

Cluster	Text Types and Purposes	Can this student...?
ELA.K.20	Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book (e.g., “My favorite book is...”).	- Communicate opinion to an audience through verbal expression or written language - Understand opinion - Express an opinion on a given topic
ELA.K.21	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts; name and supply some information about the topic.	- Communicate story to an audience through verbal expression or written language - Recall important details or events - Identify topic
ELA.K.22	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	- Communicate a story to an audience through verbal expression or written language - Sequence details or events - Recall important details or events - Identify topic

Cluster	Production and Distribution of Writing	Can this student...?
ELA.K.23	(Begins in grade 3.)	
ELA.K.24	With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.	- Identify details in mentor texts or sample writing - Use details to describe everyday experiences - Engage in discussions with peers and adults
ELA.K.25	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	- Explore keyboarding and other types of technology to produce writing - Engage with a variety of digital tools to produce and publish writing

Cluster	Research to Build and Present Knowledge	Can this student...?
ELA.K.26	With guidance and support, participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	- Communicate the information to an audience through verbal expression or written language - Locate information about a topic

ELA.K.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Discuss common experiences • Respond to questions with a complete thought • Recall knowledge from their own background
ELA.K.28	(Begins in grade 4.)	

Cluster	Range of Writing	
ELA.K.29	(Begins in grade 3.)	

Speaking & Listening

Cluster	Comprehension and Collaboration	Can this student...?
ELA.K.30	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.	• Follow agreed-upon rules for discussions (i.e., listening to others and taking turns speaking about the topics and texts under discussion) • Continue a conversation through multiple exchanges • Use language to express ideas in complete sentences with support • Listen with comprehension and follow two-step directions • Remember spoken information for a short period of time • Listen with comprehension and follow one-step directions • Nod or use facial expressions to indicate the answer to a question
ELA.K.31	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• Use question words to ask questions • Listen attentively to a book being read and/or to class discussion in order to answer related questions correctly • Nod or use facial expressions to indicate answer to question
ELA.K.32	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• Ask questions to gather unknown information • Self-monitor to recognize more information is needed

Cluster	Presentation of Knowledge and Ideas	Can this student...?
ELA.K.33	Describe familiar people, places, things, and events and, with prompting and support, provide additional details.	• Communicate details in everyday experiences • Recall details from everyday experiences
ELA.K.34	Add drawings or other visual displays to descriptions as desired to provide additional details.	• Communicate details through visual displays • Identify details • Experiment with a variety of writing tools, materials, and surfaces
ELA.K.35	Speak audibly and express thoughts, feelings, and ideas clearly.	• Fully participate in conversations with peers or adults • Participate in conversations with peers or adults • Imitate sounds or words of others • Recognize feelings

Language

Cluster	Conventions of Standard English	Can this student...?
ELA.K.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> and <i>dogs</i>; <i>wish</i> and <i>wishes</i>). • Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>). • Use the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>by</i>, and <i>with</i>). • Produce and expand complete sentences in shared language activities.	• Add to a sentence • Speak or write a complete sentence • Form plurals • Ask questions • Identify nouns and verbs

ELA.K.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize the first word in a sentence and the pronoun <i>I</i>. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	• Identify the parts of a sentence (i.e., beginning of the sentence and end of the sentence) • Understand the purpose of punctuation • Identify and write the first sound of most words • Differentiate between upper- and lower-case letters
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Cluster	Knowledge of Language
ELA.K.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use	Can this student...?
ELA.K.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). • Introduce the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, and <i>-less</i>) as a clue to the meaning of an unknown word.	• Understand that inflections and affixes change the meaning of words (e.g., unhappy has a different meaning than happy because of the prefix <i>un-</i>) • Match pictures of multiple meaning words (e.g., Match the picture of the baseball bat to the picture of the black bat.) • Understand the item or object in pictures of multiple meaning words

ELA.K.40	With guidance and support from adults, explore word relationships and nuances in word meanings. - Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). - Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). - Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, and <i>prance</i>) by acting out the meanings.	Demonstrate ability to sort by category
ELA.K.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	- Identify, sort, and match pictures to demonstrate and distinguish the relationship between words and their meanings - Connect new vocabulary with prior educational experiences - Use new and challenging vocabulary words correctly within the context of play or other classroom experiences - Spontaneously name pictures, objects, or actions - Point to and imitatively name pictures, objects, or actions - Point to picture, object, or action when requested by name

Support for English Language Arts Standards

Grade 1

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in first grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from kindergarten, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in first grade:

Early Learning Foundations	
• Read stories and poems aloud with sufficient fluency to support comprehension. • Use phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing. • Be able to hear and orally reproduce sounds used to make words. • Understand the basic features of print.	
Reading	Writing
• Get facts and information from different writings.	• Write about a topic, supplying some facts and providing some sense of opening and closing.
Speaking/Listening	Language
• Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion.	• Produce and expanding complete simple and compound statements, questions, commands, and exclamations. • Identify the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball). • Learn to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, and walking).

Kindergarten through Grade 1 Specifications

In kindergarten through grade 1, students should have numerous opportunities to engage with complex texts appropriate for first grade in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 1) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Early Learning Foundations

Cluster	Fluency	Can this student...?
ELA.1.I	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Read common high frequency words • Accurately blend and read CVC words • Recognize that printed material conveys meaning and connects to the reader's world

Cluster	Phonics and Word Recognition	Can this student...?
ELA.1.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words.	• Identify and orally produce the five long vowel sounds • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) • Distinguish between similarly spelled words by identifying the sounds of the letters that differ • Match letter names to letter sounds

Cluster	Handwriting	Can this student...?
ELA.1.III	Print all upper- and lowercase letters using proper letter formation and directionality.	• Properly form some letters using correct technique • Produce letter formations (e.g., using tools other than a traditional utensil such as in sand, playdough, etc.) • Use a writing tool to make marks

Cluster	Phonological Awareness	Can this student...?
ELA.1.IV	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Distinguish long from short vowel sounds in spoken single-syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	- Identify long and short vowels in single-syllable words - Add or substitute sounds in spoken single-syllable words - Count, pronounce, blend, and segment syllables in spoken words - Identify and produce medial sounds in word - Identify and produce final sounds in words - Identify and produce initial sounds in words

Cluster	Print Concepts	Can this student...?
ELA.1.V	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).	- Identify the different parts of a sentence - Recognize that printed material conveys meaning and connects to the reader's world - Read environmental print

Reading

Cluster	Key Ideas and Details	Can this student...?
ELA.1.1	Ask and answer questions about key details in a literary text.	- Use language to express ideas and ask questions in complete sentences - Respond to a question verbally or by using gestures - Identify question words and know how to apply them to ask questions - Use picture details in context to tell what happens in literary text - Listen with comprehension
ELA.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts.	- Understand that stories contain a central message or lesson - Identify the beginning, middle, and end of a story - Sequence pictures from a story - Match pictures that relate to the story - Recall events in daily life sequentially

ELA.1.3	Describe characters, settings, and major events in a story, using key details in literary texts.	• Define and identify the major events in a story • Define and identify the setting of a story • Define and name the characters in a story • Identify a picture or familiar person in a story
ELA.1.4	Ask and answer questions about key details in an informational text.	• Use language to express ideas and ask questions in complete sentences • Respond to a question verbally or by using gestures • Identify question words and know how to apply them to ask questions • Use picture details in context to tell what happens in informational text • Listen with comprehension
ELA.1.5	Identify the main topic and retell key details of an informational text.	• Recall the supporting details of an informational text • Define and identify the main topic • Recall everyday events and situations
ELA.1.6	Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.	• Identify pictures of people, objects, and actions • Sort pictures of people, objects, and actions

Cluster	Craft and Structure	Can this student...?
ELA.1.7	In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	• Retell stories—including details— and demonstrate understanding of their central message or lesson • Respond to questions about details in a text • Identify the main topic and key details of a text • Describe a picture showing the main topic and key details of a text • Point to pictures showing key details • Identify and name feelings and senses associated with pictures
ELA.1.8	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.	• Differentiate between storybooks versus informational text. • Differentiate between real and not real (i.e., fiction and nonfiction) • Recognize common types of text (e.g., storybooks, poems)

ELA.1.9	Identify who is telling the story at various points in a literary text.	• Match characters to their role in a story • Identify the characters from the story
ELA.1.10	Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.	• Define words verbally or through illustration • Distinguish between known and unknown words • Ask questions about unfamiliar words
ELA.1.11	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, and/or icons) to locate key facts or information in an informational text.	• Use text features to gather information from an informational text • Define purposes of text features • Locate various text features
ELA.1.12	Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.	• Use illustrations to gain a deeper understanding of informational text • Identify key details and understand how they are supported by the text • Identify details of illustrations within a text and understand how they are connected to the text

Cluster	Integration of Knowledge and Ideas	Can this student...?
ELA.1.13	Use illustrations and details in a story to describe its characters, setting, or events in literary texts.	• Identify and define characters, setting, and major events • Identify pictures of objects and actions/events
ELA.1.14	Compare and contrast the adventures and experiences of characters in stories in literary texts.	• Identify and describe the actions of the characters in the story • Identify and sort events, pictures, and words • Identify the concepts of <i>same</i> and <i>different</i>
ELA.1.15	Use the illustrations and details in a text to describe its key ideas in informational texts.	• Use and interpret illustrations to gain meaning • Draw pictures to generate, represent, and express ideas or share information • Understand that illustrations support the text
ELA.1.16	Identify the reasons an author gives to support points in an informational text.	• Use key details to describe why the author wrote the text • Recall key details in a text and illustrations

ELA.1.17	Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Describe the two texts verbally or through drawing/writing • Answer questions about text(s) • Use the words same and different in everyday language
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Cluster	Range of Reading and Text Complexity	Can this student...?
ELA.1.18	With prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.	• Listen attentively to poetry and prose
ELA.1.19	With prompting and support, read informational texts appropriately complex for grade 1.	• Listen attentively to informational text

Writing

Cluster	Text Types and Purposes	Can this student...?
ELA.1.20	Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	• Communicate opinion through written language • Write simple sentences that convey meaning • Conclude thoughts • Communicate opinion to an audience through verbal expression • Express an opinion on a given topic • Differentiate between fact and opinion • Identify a topic
ELA.1.21	Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.	• Communicate information through written language • Write simple sentences that convey meaning • Conclude thoughts • Communicate information to an audience through verbal expression • Express key details orally • Identify details in an illustration • Identify a topic

ELA.1.22	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.	• Communicate information through written language • Write simple sentences that convey meaning • Conclude thoughts • Communicate information to an audience through verbal expression • Identify and use transitional words in sentences with verbal expression and written language • Express key details orally • Sequence details or events • Recall important details or events • Locates details in an illustration • Identify a topic
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Cluster	Production and Distribution of Writing	Can this student...?
ELA.1.23	(Begins in Grade 3.)	
ELA.1.24	With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.	• Reflect on strengths and weaknesses in writing • Write simple sentences that convey meaning • Dictate details to strengthen the topic • Identify details in mentor texts • Engage in discussions with peers and adults on a given topic • Use details to describe everyday experiences
ELA.1.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	• Use keyboarding and other types of technology to produce writing • Engage with a variety of digital tools to produce and publish writing

Cluster	Research to Build and Present Knowledge	Can this student...?
ELA.1.26	Participate in shared research and writing (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	• Communicate information to an audience through verbal expression or written language • Locate information about a topic
ELA.1.27	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• Discuss common experiences • Respond to questions with a complete thought • Recall knowledge from their own background
ELA.1.28	(Begins in grade 4.)	

Cluster	Range of Writing
ELA.1.29	(Begins in grade 3.)

Speaking & Listening

Cluster	Comprehension and Collaboration	Can this student...?
ELA.1.30	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. - Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. - Ask questions to clear up any confusion about the topics and texts under discussion.	- Follow agreed-upon rules for discussions (i.e., listening to others and taking turns speaking about the topics and texts under discussion) - Continue a conversation through multiple exchanges - Use language to express ideas in complete sentences to contribute to conversations - Remember spoken information for a short period of time - Listen with comprehension and follow two-step directions - Listen with comprehension and follow one-step directions - Nod or use facial expressions to indicate the answer to a question
ELA.1.31	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	- Use question words to ask questions - Contribute to class discussion in order to answer related questions or gather information - Listen to and look at entire book being read or class discussions - Look attentively at face of speaker or book during story time - Nod or use facial expressions to indicate answer to question
ELA.1.32	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	- Ask questions to gather unknown information - Self-monitor to recognize more information is needed

Cluster	Presentation of Knowledge and Ideas	Can this student...?
ELA.1.33	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	- Communicate details in everyday experiences - Recall details from everyday experiences

ELA.1.34	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• Use illustrations to enhance writing • Communicate details through visual displays • Identify details • Experiment with a variety of writing tools, materials, and surfaces
ELA.1.35	Produce complete sentences when appropriate to task and situation.	• Use four-to-five-word phrases when appropriate to task and situation • Use two-to-three-word phrases when appropriate to task and situation • Use single words appropriate to task and situation.

Language

Cluster	Conventions of Standard English	Can this student...?
ELA.1.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>he hops</i>; <i>we hop</i>). • Use personal, possessive and indefinite pronouns (e.g., <i>I</i>, <i>me</i>, and <i>my</i>; <i>they</i>, <i>them</i>, and <i>their</i>; <i>anyone</i> and <i>everything</i>). • Use verbs to convey a sense of past, present, and future (e.g., <i>yesterday I walked home</i>; <i>today I walk home</i>; <i>tomorrow I will walk home</i>). • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g. <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, or <i>because</i>). • Use determiners (e.g., <i>articles</i> and <i>demonstratives</i>). • Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, or <i>toward</i>). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• With prompting and support, write sentences using determiners • With support, speak or write simple declarative, interrogative, imperative, and exclamatory sentence when given a prompt • Write sentences using adjectives, prepositions, and conjunctions • Write sentences using past, present, and future verbs • Write simple sentences • Identify the different types of verbs (past, present, future) • Demonstrate matching of singular and plural nouns with verbs utilizing pictures and real word experiences • Identify the different types of nouns (singular, plural, common, proper, possessive) and pronouns

ELA.1.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• With support, use correct end punctuation when writing simple sentences • With support, use commas in dates and to separate single words in a series • Identify and locate commas in a sentence • Recognize proper nouns and capitalize them within a sentence • Recognize when to use appropriate punctuation marks (i.e., period, question mark, exclamation mark) • Write simple sentences • Identify punctuation marks • Fluently read grade level sight words • Fluently read kindergarten sight words • With guidance and support from adults, spell untaught words phonetically • Differentiate between initial, medial, and final sounds in spoken CVC words • Identify the parts of a sentence (i.e., beginning of the sentence and end of the sentence) • Differentiate between upper- and lower-case letters
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Cluster	Knowledge of Language
ELA.1.38	(Begins in grade 2.)

Cluster	Vocabulary Acquisition and Use	Can this student...?
ELA.1.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on grade 1 reading and content</i>, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, and <i>looking</i>).	• Read and comprehend a complex sentence with the use of pictures • With guidance and support, read and comprehend complex sentences • Read unknown vocabulary words below and on grade level • Identify that inflections and affixes change the meaning of words (e.g., <i>unhappy</i> has a different meaning than <i>happy</i> because of the prefix <i>un-</i>) • Identify unknown words in sentence phrases • Understand common prefixes • Engage in conversation using frequently occurring affixes • Match pictures of frequently occurring root words

ELA.1.40	With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Sort words into categories (e.g., <i>colors</i> and <i>clothing</i>) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>). • Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). • Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, and scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> and <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	• Understand that figurative language is used within a text to add interest • Demonstrate ability to categorize • Identify, sort, and match pictures to demonstrate and distinguish the relationship between words and their meaning
ELA.1.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	• Choose correct conjunction when given choices • Engage in conversation accurately utilizing conjunctions • Identify, sort, and match pictures to demonstrate and distinguish the relationship between words and their meanings • Connect new vocabulary with prior educational experiences • Use new and challenging vocabulary words correctly within the context of play or other classroom experiences • Name pictures, objects, or actions (spontaneously or by request) • Point to picture, object, or action when requested by name

Support for English Language Arts Standards

Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, learning skills, and technology tools. Students in second grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from first grade, the following chart represents the components of literacy that will be developed in the reading, writing, speaking/listening, and language domains in second grade:

Early Learning Foundations	Early Learning Foundations
• Read stories and poems aloud fluently, without pausing to figure out what each word means. • Use word analysis skills and phonics to decode words. • Create readable documents with legible print.	• Read stories and poems aloud fluently, without pausing to figure out what each word means. • Use word analysis skills and phonics to decode words. • Create readable documents with legible print.
Reading	Writing
• Pay close attention to details, including illustrations and graphics, in stories and books to answer who, what, where, when, why, and how questions. • Determine the lesson or moral of stories, fables, and folktales. • Use text features (e.g., captions, bold print, and indexes) to locate key facts or information efficiently.	• Write an opinion about a book he or she has read, using important details from the materials to support that opinion. • Write stories that include a short sequence of events and include a clear beginning, middle, and end.
Speaking/Listening	Language
• Take part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic. • Retell key information or ideas from media or books read aloud.	• Produce, expanding, and rearranging sentences (e.g., “The boy watched the movie;” “The little boy watched the movie;” “The action movie was watched by the little boy”). • Determine the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy and pain/painful/painless).

Grades 2-3 Specifications

In grades 2-3, students should be exposed to texts that fall in the 420-820 Lexile range in order to meet college- and career-readiness expectations. By the end of the programmatic level (grade 3) and over the course of the entire instructional day, the distribution of text types should include 50% literary and 50% informational, and writing types should be 30% argumentative, 35% informative, and 35% narrative.

Early Learning Foundations

Cluster	Fluency	Can this student...?
ELA.2.I	Read with sufficient accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• Read common high frequency words • Accurately blend and read CVC words/ word patterns

Cluster	Phonics and Word Recognition	Can this student...?
ELA.2.II	Know and apply grade-level phonics and word analysis skills in decoding words. • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words.	• Segment words with long vowel sounds • Identify and orally produce the five long vowel sounds • Know and use the final-e and common vowel team conventions for representing long vowel sounds • Decode two-syllable words with short vowels • Decode regularly spelled one-syllable words • Read words with inflectional endings • Understand prefixes and suffixes • Recognize and read first grade irregularly spelled words • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant • Associate the long and short sounds with common spellings (graphemes) for the five major vowels • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) • Distinguish between similarly spelled words by identifying the sounds of the letters that differ • Match letter names to letter sounds

Cluster	Handwriting	Can this student...?
ELA.2.III	Create readable documents with legible print or cursive as developmentally appropriate.	• Properly form letters using proper technique in cursive • Properly form letters using proper technique in print • Produce letter formations (e.g., using tools other than a traditional utensil such as in sand, playdough, etc.) • Use a writing tool to make marks

Reading

Cluster	Key Ideas and Details	Can this student...?
ELA.2.1	Ask and answer key ideas such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in literary text.	• Ask <i>why</i> and <i>how</i> questions to organize thoughts about a text • Respond to <i>why</i> and <i>how</i> questions to organize thoughts about a text • Use language to express ideas in complete sentences (with support of sentence stems as needed) • Respond to a question verbally or by using gestures • Identify question words and know how to apply them to ask questions • Use picture details in context to tell what happens in a literary text • Listen with comprehension
ELA.2.2	Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text.	• Retell stories—including key details—and demonstrate understanding of their central message or lesson • Understand that stories contain a central message or lesson • Match pictures that relate to the story
ELA.2.3	Describe how characters in a story respond to major events and challenges in literary text.	• Understand plot • Identify characters and major events in a literary text
ELA.2.4	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in informational text.	• Ask <i>why</i> and <i>how</i> questions to organize thoughts about a text • Respond to <i>why</i> and <i>how</i> questions to organize thoughts about a text • Use language to express ideas in complete sentences (with support of sentence stems as needed) • Identify question words and know how to apply them to ask questions • Respond to a question verbally or by using gestures
ELA.2.5	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.	• Recall supporting details • Identify the main topic of a specific paragraph

ELA.2.6	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.	• Describe the connection between two individuals, events, ideas, or pieces of information in a text • Describe and identify pictures of people, objects, and actions • Sort pictures of people, objects, and actions
Cluster	Craft and Structure	Can this student...?
ELA.2.7	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) in literary text supply rhythm and meaning in a story, poem, or song.	• Repeat words and phrases with regular beats, alliteration, rhymes and repeated lines in stories, poems or song
ELA.2.8	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.	• Describe the beginning, middle, and end of a story • Identify the beginning, middle, and end of a story • Sequence events
ELA.2.9	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text.	• Match the feelings and/or senses to a character at different points in a story • Identify who is telling the story at various points in a text • Match characters to their roles in a story • Identify the characters, settings, and major events from a story
ELA.2.10	Determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i> .	• Ask and answer questions to help determine or clarify the meaning of words or phrases in a text • Locate helpful features in the text that help locate important information (e.g., heading, glossary, bold words) • With prompting and support, ask and answer questions about unknown words in a text • Use new and challenging vocabulary words correctly within the context of play or other classroom experiences • Connect new vocabulary with prior educational and/or real-life experiences • Determine the meaning of words and phrases in informational text relevant to a grade 1 topic or subject area

ELA.2.11	Know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.	• Use text features to gather and locate information in a text • Understand purpose of text features • Locate various text features
ELA.2.12	Identify the main purpose of informational text, including what the author wants to answer, explain, or describe	• Use illustrations and details in a text to describe its key ideas • Use and interpret illustrations to gain meaning • Locate and name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text

Cluster	Integration of Knowledge and Ideas	Can this student...?
ELA.2.13	Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.	• Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) • Retell familiar stories, including key details • Understand the plot of a text • Use illustrations and details in a story to describe its characters, settings and event • Sequence the events in a story • Identify characters, settings, and major events in a story • Identify pictures of objects and actions/events
ELA.2.14	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text.	• Identify the actions of the characters in stories • Demonstrate ability to compare and contrast • Understand the concepts of <i>same</i> and <i>different</i>
ELA.2.15	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.	• Use diagrams, charts and other specific images to gain information from a text • Locate diagrams, charts and other specific images to gain information from a text • Understand that images and illustrations support text

ELA.2.16	Describe how reasons support specific points the author makes in an informational text.	• Use key details to describe why the author wrote the text • Identify the reasons an author gives to support a text • Recall key details in a text and illustrations
ELA.2.17	Compare and contrast the most important points presented by two informational texts on the same topic.	• Identify and describe basic similarities and differences between key details in two texts on the same topic • Understand the concepts of <i>same</i> and <i>different</i>

Cluster	Range of Reading and Text Complexity	Can this student...?
ELA.2.18	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.	• Read and comprehend grade 1 literature, and literature approaching the grade 2 text complexity range • Repeat stories and poetry read aloud • Listen to stories and poetry read aloud
ELA.2.19	By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.	• Read and comprehend grade 1 informational text and texts approaching the grade 2 complexity range • Repeat informational text read aloud • Listen to informational text read aloud

Writing

Cluster	Text Types and Purposes	Can this student...?
ELA.2.20	Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words (e.g., because, and, or also) to connect opinion and reasons, and providing a concluding statement or section.	• Communicate opinion and reasons through written language • Write simple sentences that convey meaning • Conclude thoughts • Communicate opinion to an audience through verbal expression • Provide reasoning to support opinion on a topic • Express an opinion on a given topic • Differentiate between fact and opinion • Understand the term topic

ELA.2.21	Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.	• Communicate information through written language • Write simple sentences that convey meaning • Conclude thoughts • Communicate information to an audience through verbal expression • Differentiate between fact and opinion • Express key details orally • Identify details in an illustration • Understand the term <i>topic</i>
ELA.2.22	Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure.	• Communicate information through written language • Write simple sentences that convey meaning • Conclude thoughts • Communicate information to an audience through verbal expression • Understand and apply transitional words in sentences with verbal expression and written language • Express key details orally • Sequence details or events • Recall important details or events • Identify details in an illustration • Understand the term <i>topic</i>

Cluster	Production and Distribution of Writing	Can this student...?
ELA.2.23	(Begins in grade 3.)	
ELA.2.24	With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing.	• Reflect on weaknesses and strengths in writing • Write simple sentences that convey meaning • Dictate details to strengthen the topic • Identify details in mentor texts • Engage in discussions with peers and adults on given topic • Use details to describe everyday experiences
ELA.2.25	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	• Use keyboarding and other types of technology to produce writing • Engage with a variety of digital tools to produce and publish writing

Cluster	Research to Build and Present Knowledge	Can this student...?
ELA.2.26	Participate in shared research and writing (e.g., read a number of books on a single topic to produce a report; record science observations).	• Communicate information to an audience through verbal expression or written language • Record found information • Locate information about a topic
ELA.2.27	Recall information from experiences or gather information from provided sources to answer a question.	• Recall information to answer a question • Discuss common experiences • Respond to questions with a complete thought • Recall knowledge from their own background
ELA.2.28	(Begins in grade 4.)	

Cluster	Range of Writing
ELA.2.29	(Begins in grade 3.)

Speaking & Listening

Cluster	Comprehension and Collaboration	Can this student...?
ELA.2.30	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion.	• Continue a conversation through multiple exchanges • Use language to express ideas in complete sentences to contribute to conversations • Ask questions to gain further information • Remember spoken information for a short period of time • Listen with comprehension and follow two-step directions • Listen with comprehension and follow one-step directions • Nod or use facial expressions to indicate the answer to a question
ELA.2.31	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• Describe key details and information from text read aloud • Recall details about text read aloud • Contribute to class discussion to aid in understanding • Nod or use facial expressions to indicate answer to question

ELA.2.32	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.	• Use questions to gain deeper understanding • Ask questions to gather unknown information • Self-monitor to recognize more information is needed
Cluster	Presentation of Knowledge and Ideas	Can this student...?
ELA.2.33	Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.	• Express ideas and feelings clearly using relevant information (i.e., people, places, things, events) • Use descriptive words • Communicate details in everyday experiences • Identify details in everyday experiences
ELA.2.34	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	• Use illustrations and/or audio recordings to enhance writing • Communicate details through visual displays • Identify details • Experiment with a variety of writing tools, materials, and surfaces
ELA.2.35	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Write complete sentences to provide information or answers to questions • Use four-to-five word phrases when appropriate to task and situation • Use two-to-three word phrases when appropriate to task and situation • Use single words appropriate to task and situation

Language

Cluster	Conventions of Standard English	Can this student...?
ELA.2.36	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use collective nouns (e.g., <i>group</i>). • Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, and <i>fish</i>). • Use reflexive pronouns (e.g., <i>myself</i> or <i>ourselves</i>). • Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i>, <i>hid</i>, or <i>told</i>). • Use adjectives and adverbs and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>the boy watched the movies</i>; <i>the little boy watched the movie</i>; <i>the action movie was watched by the little boy</i>).	• Write simple and compound sentences • With prompting and support, write sentences using determiners • With support, speak or write simple declarative, interrogative, imperative, and exclamatory sentences when given a prompt • Write sentences using adjectives, prepositions and conjunctions • Write sentences using past, present and future verbs • Identify the different types of verbs (i.e., past, present, future) • Demonstrate matching of singular and plural nouns with verbs utilizing pictures and real word experiences • Identify the different types of nouns (singular, plural, common, proper, collective, possessive, irregular plural) and pronouns • Properly use writing tools to form letters

ELA.2.37	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage / badge; boy / boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• With support, use correct end punctuation when writing simple and compound sentences • Utilize reference materials to check and correct spelling • Identify and locate apostrophes in a sentence • With support, use commas in dates and to separate single words in a series • Identify and locate commas in a sentence • Recognize proper nouns and capitalize them within a sentence • Recognize when to use appropriate punctuation marks (i.e., period, question mark, exclamation mark) • Identify punctuation marks • Fluently read sight words • With guidance and support, spell untaught words phonetically • Differentiate between initial, medial, and final sounds in spoken CVC words • Identify the parts of a sentence (i.e., beginning of the sentence and end of the sentence)
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Cluster	Knowledge of Language	Can this student...?
ELA.2.38	Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Compare formal and informal uses of English.	• Compare formal and informal uses of English • Use formal language when writing • Use formal language when speaking

Cluster	Vocabulary Acquisition and Use	Can this student...?
ELA.2.39	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, and <i>tell/retell</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> and <i>additional</i>). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, and <i>bookmark</i>). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	• Use context clues to determine the meaning of a word with support • Fluently read and comprehend complex sentences with or without pictures • State the definition of common prefixes • Read unknown vocabulary words below and on grade level • Identify that inflections and affixes change the meaning of words (e.g., <i>unhappy</i> has a different meaning than <i>happy</i> because of the prefix <i>un-</i>) • Locate root words • Identify unknown words in sentence phrases • Engage in conversation using frequently occurring affixes • Identify meanings for familiar words using pictures
ELA.2.40	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). • Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, and <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, and <i>scrawny</i>).	• Understand that figurative language is used within a text to add interest • Use pictures to demonstrate how words can be described differently • Demonstrate ability to categorize • Identify, sort, and match pictures to demonstrate and distinguish the relationship between everyday words and their meaning • Engage in conversation in real life situations • Listen to and look at a story being read and/or class discussions of the story and answer related questions correctly

ELA.2.41	Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe (e.g., <i>when other kids are happy, that makes me happy</i>).	• Choose correct adjective and adverb when given choices • Engage in conversation accurately utilizing adjectives and adverbs • Connect new vocabulary with prior educational experiences • Use new and challenging vocabulary words correctly within the context of play or other classroom experiences • Spontaneously name pictures, objects or actions
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Support for Mathematics Standards

Kindergarten

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in kindergarten will focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. The skill progressions begin in kindergarten as foundational understanding of numeracy. The following chart represents the mathematical understandings that will be developed in kindergarten:

Counting and Cardinality	Operations and Algebraic Thinking
- Count objects to tell how many there are by ones and by tens. - Write numbers from 0 to 20. - Compare two groups of objects to tell which group, if either, has more; compare two written numbers to tell which is greater. - Group pennies.	- Understand addition as putting together and adding to. - Understand subtraction as taking apart and taking from. - Add and subtract very small numbers quickly and accurately (e.g., $3 + 1$).
Number and Operations in Base Ten	Measurement and Data
- Act out addition and subtraction word problems and draw diagrams to represent them. - Add with a sum of 10 or less; subtract from a number 10 or less; and solve addition and subtraction word problems. - Group objects by tens and ones. (1 group of 10 and 3 ones makes 13)	- Describe and compare objects as longer, shorter, larger, smaller, etc. - Classify objects and count the number of objects in each category. (e.g., Identify coins and sort them into groups of 5s or 10s.)
Geometry	
Name shapes correctly regardless of orientation or size (e.g., a square oriented as a “diamond” is still a square).	

Numbering of Standards

The following Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Counting and Cardinality	
Know number names and the count sequence.	Standards 1-3
Count to tell the number of objects.	Standards 4-5
Compare numbers.	Standards 6-7
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Standard 8-12
Number and Operations in Base Ten	
Work with numbers 11-19 to gain foundations for place value.	Standard 13
Measurement and Data	
Describe and compare measurable attributes.	Standards 14-15
Classify objects and count the number of objects in each category.	Standard 16
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	Standards 17-19
Analyze, compare, create, and compose shapes	Standards 20-22

Counting and Cardinality

Cluster	Know number names and the count sequence.	Can this student...?
M.K.1	Count to 100 by ones and by tens.	- Count to 10 and beyond - Identify individual objects as matching numbers - Group objects by 10
M.K.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	- Count to 10 and beyond - Count objects - Identify individual objects as matching numbers
M.K.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	- Identify and match/write some numerals - One-to-one correspondence

Cluster	Count to tell the number of objects.	Can this student...?
M.K.4	Understand the relationship between numbers and quantities; connect counting to cardinality. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. - Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. - Understand that each successive number name refers to a quantity that is one larger.	a-c. - Use one-to-one correspondence to count objects - Match groups of 10 to 10 separate objects b. - Know that the last numbers tell how many when counting zero to five objects c. - Identify <i>one larger</i> or <i>one more</i> - Count and mimic in sequential order
M.K.5	Count to answer questions (e.g., “How many?”) about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Count to answer, ‘how many’ questions about as many as 10 items in various arrangements, such as arrays
Cluster	Compare numbers.	Can this student...?
M.K.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by up to 5 objects
M.K.7	Compare two numbers between 1 and 10 presented as written numerals.	- Compare the number of objects in a set up to 5, by using a 5 frame or a 10-frame - Identify and write some numerals

Operations and Algebraic Thinking

Cluster	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Can this student...?
M.K.8	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.	- Recognize that addition is putting together and subtraction is taking objects apart - Demonstrate composing and decomposing sets
M.K.9	Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.	- Solve verbal addition and subtraction problems - Demonstrate composing and decomposing of sets
M.K.10	Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	- Identify parts in relationship to a whole - Demonstrate decomposing of sets
M.K.11	For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.	- Recognize that addition is putting together - Duplicate, create, and extend simple patterns using concrete objects
M.K.12	Fluently add and subtract within 5.	- Demonstrate the concept of addition and subtraction using models - Count forward and backward within 5

Number and Operations in Base Ten

Cluster	Work with numbers 11-19 to gain foundations for place value.	Can this student...?
M.K.13	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones (one ten) and one, two, three, four, five, six, seven, eight, or nine ones.	- Group objects into 10s and 5s Match the grouping of objects to a numeral representation - Use one-to-one correspondence to count objects

Measurement and Data

Cluster	Describe and compare measurable attributes.	Can this student...?
M.K.14	Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.	Describe likenesses and differences between and among objects
M.K.15	Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference.	Estimate the size of objects in comparison to a common unit of measurement (e.g., more/less, short/tall, long/short, big/little)
Cluster	Classify objects and count the number of objects in each category.	Can this student...?
M.K.16	Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.)	- Sort objects into categories according to common characteristics - Count to 10

Geometry

Cluster	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Can this student...?
M.K.17	Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.	- Identify basic shapes - Recognize relative position
M.K.18	Correctly name shapes regardless of their orientations or overall size.	- Identify basic shapes - Sort shapes
M.K.19	Through the use of real-life objects, identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Sort two- and three-dimensional shapes and objects

Cluster	Analyze, compare, create and compose shapes.	Can this student...?
M.K.20	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”), and other attributes (e.g., having sides of equal length). Instructional Note: Student focus should include real-world shapes.	• Describe similarities, differences, and other attributes of two-and three-dimensional shapes • Identify, name, and draw basic shapes
M.K.21	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	• Identify, name, and draw basic shapes
M.K.22	Compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”).	• Recognize shapes

Support for Mathematics Standards

Grade 1

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in the first grade will 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 repeating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Continuing the skill progressions from kindergarten, the following chart represents the mathematical understandings that will be developed in first grade:

Operations and Algebraic Thinking	Number and Operations in Base Ten
- Solve addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: "Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?"). - Add fluently with a sum of 10 or less, and accurately subtract from a number 10 or less (e.g., $2 + 5$, $7 - 5$). - Understanding the relationship between addition and subtraction.	- Understand what the digits mean in two-digit numbers (place value). - Use understanding of place value and properties of operations to add and subtract (e.g., $38 + 5$, $29 + 20$, $64 + 27$, $80 - 50$). - Identify the value of pennies, nickels and dimes.
Measurement and Data	Geometry
- Measure lengths of objects by using a shorter object as a unit of length. - Tell and write time.	Make composite shapes by joining shapes together, and dividing circles and rectangles into halves or fourths.

Numbering of Standards

The following Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	Standards 1-2
Understand and apply properties of operations and the relationship between addition and subtraction.	Standards 3-4
Add and subtract within 20.	Standards 5-6
Work with addition and subtraction equations.	Standard 7-8
Number and Operations in Base Ten	
Extend the counting sequence.	Standard 9
Understand place value.	Standards 10-11
Use place value understanding and properties of operations to add and subtract.	Standards 12-14
Measurement and Data	
Measure lengths indirectly and by iterating length units.	Standards 15-16
Tell and write time.	Standard 17
Represent and interpret data.	Standard 18
Geometry	
Reason with shapes and their attributes.	Standards 19-21

Operations and Algebraic Thinking

Cluster	Represent and solve problems involving addition and subtraction.	Can this student...?
M.1.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	- Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem. - Represent addition and subtraction in a variety of ways - For any number from 1 to 9, find the number that makes 10 when added to the given number

M.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).	- Solve addition and subtraction word problems within 10 - Decompose numbers less than or equal to 10 into pairs - For any number from 1 to 9, find the number that makes 10 when added to the given number - Model the concept of addition for sums to 10
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Cluster	Understand and apply properties of operations and the relationship between addition and subtraction.	Can this student...?
M.1.3	Apply properties of operations as strategies to add and subtract (e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known: Commutative Property of Addition. To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$: Associative Property of Addition). Instructional Note: Students need not use formal terms for these properties.	- Compose and decompose numbers up to 19 - Represent addition and subtraction in a variety of ways - Decompose numbers less than or equal to 10 into pairs in more than one way
M.1.4	Understand subtraction as an unknown-addend problem (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8).	- For any number from 1 to 9, find the number that makes 10 when added to the given number - Recall addition and subtraction facts within 5

Cluster	Add and subtract within 20.	Can this student...?
M.1.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Read and write numerals using one-to-one correspondence to match sets of 1 to 20

M.1.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 and use strategies such as • counting on; • making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); • decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); • using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and • creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	• Add and Subtract within 10 • Fluently add and subtract within 5 Count forward and backward from a given number
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Cluster	Work with addition and subtraction equations.	Can this student...?
M.1.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$).	• Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation • Know and use addition and subtraction facts to 10 and understand the meaning of equality. • Demonstrate <i>equal</i> by using manipulatives or using object drawings
M.1.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., Determine the unknown number that makes the equation true in each of the equations. $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$).	• For any number from 1 to 9, find the number that makes 10 when added to the given number • Recall addition and subtraction facts within 5 • Understand the meaning of <i>equality</i>

Number and Operations in Base Ten

Cluster	Extend the counting sequence.	Can this student...?
M.1.9	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	- Count to 100 by ones and tens - Count forward beginning from a given number - Read and write numbers from 0 to 20 - Understand that, when counting, the last number named is the number of objects counted

Cluster	Understand place value.	Can this student...?
M.1.10	Understand the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” (e.g., A group of ten pennies is equivalent to a dime.) - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones).	a—c. - Group objects by tens and match the numbers in the ones and tens positions to the model - Count to 10 b—c. - Compose and decompose numbers c. - Count to 100 by ones and tens
M.1.11	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	- Group objects by tens and match the numerals in the ones and tens positions to the model - Compare two numbers between 1 and 10 presented as written numerals - Compare the size of groups of objects

Cluster	Use place value understanding and properties of operations to add and subtract.	Can this student...?
M.1.12	Add within 100, including • adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, • 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.	• Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem • Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record each decomposition by a drawing or equation • Compose and decompose numbers from 11 to 19 • Fluently add and subtract within 5
M.1.13	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count and explain the reasoning used.	• Demonstrate adding and subtracting 10 using concrete models • Count forward and backward from a given point within 100 by 1s and 10s
M.1.14	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences) 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 and explain the reasoning used.	• Demonstrate adding and subtracting 10 using concrete models • Model written method for recording problems involving subtraction of 10 from multiples of 10

Measurement and Data

Cluster	Measure lengths indirectly and by iterating length units.	Can this student...?
M.1.15	Order three objects by length and compare the lengths of two objects indirectly by using a third object.	• Directly compare the lengths of two objects • Describe measurable attributes of objects

M.1.16	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Instructional Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Describe measurable attributes of objects
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Cluster	Tell and write time.	Can this student...?
M.1.17	Tell and write time in hours and half-hours using analog and digital clocks.	- Directly compare length of rays - Recognize numbers 1 to 30

Cluster	Represent and interpret data.	Can this student...?
M.1.18	Organize, represent, interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another.	- Classify objects into given categories - Count the numbers of objects in each category - Sort categories by count

Geometry

Cluster	Reason with shapes and their attributes.	Can this student...?
M.1.19	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, and/or overall size); build and draw shapes to possess defining attributes.	- Describe objects in the environment using names of shapes - Correctly name shapes regardless of their orientation or overall size
M.1.20	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. Instructional Note: Students do not need to learn formal names such as, “right rectangular prism.”	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)

M.1.21	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters and use the phrases half of, fourth of and quarter of. Describe the whole as two of, or four of the shares and understand for these examples that decomposing into more equal shares creates smaller shares.	• Compose simple shapes to form larger shapes • Distinguish between equal and non-equal shares • Correctly name shapes regardless of their orientation and size
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Support for Mathematics Standards

Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in the second grade will 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. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Continuing the skill progressions from first grade, the following chart represents the mathematical understandings that will be developed in second grade:

Operations and Algebraic Thinking	Number and Operations in Base Ten
• Solve challenging addition and subtraction word problems with one or two steps (e.g., a “one-step” problem would be: “Lucy has 23 fewer apples than Julie. Julie has 47 apples. How many apples does Lucy have?”). • Fluently add with a sum of 20 or less (e.g., $11 + 8$); fluently subtract from a number 20 or less (e.g., $16 - 9$); and know all sums of one-digit numbers from memory by the end of the year. • Work with equal groups of objects to gain foundations for multiplication.	• Understand what the digits mean in three-digit numbers (place value). • Use an understanding of place value to add and subtract three-digit numbers (e.g., $811 - 367$); add and subtract two-digit numbers fluently (e.g., $77 - 28$).
Measurement and Data	Geometry
• Solve addition and subtraction word problems involving length (e.g., “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”). • Tell time. • Count money.	• Build, draw, and analyze 2-D and 3-D shapes to develop foundations for area, volume, and geometry in later grades. • Divide shapes into equal shares to build the foundations for fractions in later grades.

Numbering of Standards

The following Mathematics Standards will be numbered continuously. The following ranges relate to the clusters found within Mathematics:

Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	Standard 1
Add and subtract within 20.	Standard 2
Work with equal groups of objects to gain foundations for multiplication.	Standards 3-4
Number and Operations in Base Ten	
Understand place value.	Standard 5-8
Use place value understanding and properties of operations to add and subtract.	Standards 9-13
Measurement and Data	
Measure and estimate lengths in standard units.	Standards 14-17
Relate addition and subtraction to length.	Standards 18-19
Work with time and money.	Standards 20-21
Represent and interpret data.	Standards 22-23
Geometry	
Reason with shapes and their attributes.	Standards 24-26

Operations and Algebraic Thinking

Cluster	Represent and solve problems involving addition and subtraction.	Can this student...?
M.2.1	Use addition and subtraction within 100 to solve one- and two-step word 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).	- Model addition and subtraction within 20 - Use addition and subtraction within 20 to solve word problems with unknowns in all positions

Cluster	Add and subtract within 20.	Can this student...?
M.2.2	Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers.	• Know and use addition and subtraction facts to 10 and understand the meaning of equality • Recall strategies to solve addition and subtraction facts to 20

Cluster	Work with equal groups of objects to gain foundations for multiplication.	Can this student...?
M.2.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	• Decompose numbers to 10 • Group and sort objects • Recall double facts • Understand the meaning of the equal sign • Determine if equations involving addition and subtraction are true or false
M.2.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• Use counting strategies to add and subtract within 100 • Relate counting to addition and subtraction • Understand the meaning of the equal sign • Determine if equations involving addition and subtraction are true or false

Number and Operations in Base Ten

Cluster	Understand place value.	Can this student...?
M.2.5	Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones). Understand the following as special cases: 100 can be thought of as a bundle of ten tens – called a “hundred.” - Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, and 0 tens and 0 ones.	a—b. • Understand the two digits of a two-digit number represent amounts of tens and ones a. • Recall ten can be thought of as a bundle of ten ones — called a “ten” b. • Recognize the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight or nine 10s (and 0 ones)

M.2.6	Count within 1000 and skip-count by 5s, 10s and 100s.	- Count to 120 - Skip count by 2s and 10s - Group objects by 2s, 5s and 10s
M.2.7	Read and write numbers to 1000 using base-ten numerals, number names and expanded form.	- Read and write numerals and represent a number of objects with a written numeral up to 120 - Recognize the numbers from 11 to 19 are composed of a ten and a one - Compose and decompose numbers up to 120 - Match and identify the numbers in the ones, tens, and hundreds place to a model up to 120
M.2.8	Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using $>$, $=$ and $<$ symbols to record the results of comparisons.	- Compare two two-digit numbers - Understand comparison symbols - Identify sets with more, less, or equal objects
Cluster	Use place value understanding and properties of operations to add and subtract.	Can this student...?
M.2.9	Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.	- Add and subtract within 20 - Demonstrating fluency for addition and subtraction within 10 - Connect strategies to a written method and explain the reasoning used within 100 - Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten
M.2.10	Add up to four two-digit numbers using strategies based on place value and properties of operations.	- Add up to four single-digit numbers - Understand that the two digits of a two-digit number represent amounts of tens and ones - Apply properties of operations as strategies

M.2.11	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.	- Add and subtract within 100 - Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction - Connect strategies to a written method and explain the reasoning used within 100 - Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten
M.2.12	Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count, and explain the reasoning used
M.2.13	Explain why addition and subtraction strategies work, using place value and the properties of operations. Instructional Note: Explanations may be supported by drawing or objects.	- Connect strategies to a written method and explain the reasoning used within 100 - Using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction

Measurement and Data

Cluster	Measure and estimate lengths in standard units.	Can this student...?
M.2.14	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	- Measure objects with nonstandard tools (e.g., paperclips, hands, classroom objects) - Directly compare two objects' lengths to describe the difference of the lengths - Describe measurable attributes of objects—such as length or weight—and describe several measurable attributes of a single object
M.2.15	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.	- Express the length of an object as a whole number of length units - Count to tell the number of objects (increments of unit) and compare the numbers

M.2.16	Estimate lengths using units of inches, feet, centimeters, and meters.	- Estimate the number of objects in a set - Measure length in standard units - Compare length of an object to the length of a known object (e.g., paperclips, hands, classroom objects)
M.2.17	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	- Measure length in standard units - Estimate the length of an object - Use subtraction within 20 to solve problems

Cluster	Relate addition and subtraction to length.	Can this student...?
M.2.18	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.	- Use addition and subtraction within 20 to solve word problems - Write equations from word problems - Find the unknown in an addition or subtraction number sentence
M.2.19	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.	- Recognize that each successive number refers to a quantity that is one larger, and each previous number refers to a quantity that is one less - Use addition and subtraction within 100 to solve one- and two-step problems

Cluster	Work with time and money.	Can this student...?
M.2.20	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	- Tell and write time in hours and half-hours using analog and digital clocks - Count to 60 by fives - Recognize the difference between morning and afternoon
M.2.21	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).	- Identify bills and coins by name and value - Sort coins - Apply addition and subtraction strategies

Cluster	Represent and interpret data.	Can this student...?
M.2.22	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.	• Measure length in standard units • Organize and interpret data • Classify objects into given categories • Recognize that each successive number refers to a quantity that is one larger, and each previous number refers to a quantity that is one less
M.2.23	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 problems using information presented in a bar graph.	• Organize, represent, and interpret data • Sort a set of objects in one or more ways • Use addition and subtraction within 20 to solve word problems

Geometry

Cluster	Reason with shapes and their attributes	Can this student...?
M.2.24	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	• Build and draw shapes to possess defining attributes • Distinguish between defining attributes (e.g., Triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, and/or overall size) • Describe objects in the environment using names of shapes • Correctly name shapes regardless of their orientation or overall size
M.2.25	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	• Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns
M.2.26	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., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters and use the phrases <i>half of</i>, <i>fourth of</i> and <i>quarter of</i>. • Distinguish between equal and non-equal parts



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