

What every student should know going into...

[Kindergarten](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

[6th Grade](#)

[7th Grade](#)

[8th Grade](#)

***Note* Click on the link next to the subject to find the Pennsylvania Standards & Anchors for your child.**

1) Select the grade level your child HAS COMPLETED

2) Select the subject area

Students entering Kindergarten should be able to



Math - <http://www.pdesas.org/Standard/Views>

- Count up to ten objects in meaningful context with emerging one-to-one correspondence
- Begin to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to
- Use ordinal number words to describe the position of objects (first, second, third)
- Use fingers to represent numbers when counting
- Identify the numbers 0-10
- Count to 20 (rote counting)
- Group objects into equal groups
- Identify some coins (e.g. penny, nickel, dime)
- Sort, categorize, classify, and order objects by more than one attribute
- Order objects by properties (e.g. from small to large, lightest to darkest)
- Explain why and how objects are organized
- Recognize, describe, and extend patterns
- Recognize two-dimensional shapes (circle, square, triangle, and rectangle)
- Build with geometric shaped concrete objects in play
- Make shapes using concrete objects
- Recognize common geometric shapes in real life
- Follow directions that use positional words (e.g., in, on, under, over, next to, between, beside, above, front, back)
- Use positional words in play (e.g., “My truck is under the table.”)
- Select non-standard items to measure objects (e.g., hands, shoe lengths, yarn, blocks)
- Identify clocks for telling time, thermometers for telling the temperature
- Use standard measuring items to explore measurement (e.g., ruler, yardstick, measuring tape, height charts)

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- Describe the daily routine
- Use measuring cups and spoons during cooking activities
- Label times of day as morning and night time
- Look at the organization of data on a graph they helped to create and discuss what they observe (e.g., “There were more cars than trucks.” “Tommy has the biggest family.”)
- Find more than one solution to a problem, task, or question
- Ask questions to clarify problems (e.g., “Will the new cage be big enough for the puppy?”)

Language - <http://www.pdesas.org/Standard/Views>

- Copy or write letters
- Identify letters in own name or names of classmates
- Use spacing and punctuation marks or similar approximations
- Write own name with capital and lower case letters
- Use letters to write first name and other meaningful words
- Listen responsively to directions, stories and conversations
- Respond appropriately to books and stories with facial and body gestures (e.g., smiling, laughing)
- Follow simple and multiple-step directions
- Repeat an instruction to a friend
- Demonstrate increasing understanding of new vocabulary introduced in conversations, activities, stories, or books
- Ask questions that extend own understanding (e.g., “why”)
- Answer simple questions (e.g., “who,” “what,” “where”)
- Practice and play with words and language
- Make up rhymes or songs
- Retell a story using words props and gestures
- Engage in discussions about books and events
- Share and talk about own experiences, products, and writing

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- Communicate personal needs, preferences, and feelings
- Participate in back and forth conversations
- Use language to resolve conflicts
- Speak in a variety of classroom activities such as circle time, retelling a story, or acting out a story
- Request information
- Explain how something works
- Use an “inside” or “outside voice”
- Play games involving a moderation of volume
- Use voice and tone to portray characters, actions, and events in stories
- State important facts from informational text
- Identify and talk about characters in books and stories
- Identify the setting, events, problem, and solution of a story
- Name major events of a story
- Compare new and familiar books & stories
- Draw or paint pictures about a character or event from one of their favorite stories
- Listen to a variety of literature genre (e.g., fairy tales, poetry, fiction, and nonfiction)
- Create their own books based on familiar stories
- Participate in shared reading of repetitious or predictable text
- Differentiate between real and make-believe
- Make predictions from what is read, heard, or seen in illustration
- Tell the topic of a selection read aloud (e.g., ”This book is about
- Recognize that a child’s name begins with the same sound as another child’s name
- Recognize rhyming using nursery rhymes
- Recognize own name or names of other children or familiar adults
- Pretend to read by moving eyes and/or pointing with finger from left to right, top to bottom, front to back
- Recognize familiar logos (e.g., McDonalds, Wal-mart, K-Mart)

- Point to classroom labels and “read the word”
- Identify author, illustrator, and title of books
- Read functional print (e.g., “exit, stop, on, off”)

Social Behavior and Motor Development -

- Show independence in a wide range of activities
- Participate in self care activities (e.g., putting on clothes, pouring milk, zipping jacket)
- Separate easily from parents when in familiar setting
- Begin to tell others how he/she feels
- Separate feelings from actions
- Complete activities that she/he has started
- Respond to an adult request or enter into conversation about the request
- Ask for help when needed
- Seek out companionship from another child
- Begin to be able to share materials with other children
- Refrain from grabbing toys without asking
- Begin to negotiate conflicts that arise
- Re-establish a relationship with others after a conflict
- Use multiple strategies for getting what he/she needs
- Take turns and wait for a turn
- Use scissors to snip
- Hold pencils, crayons, and markers in a functional grasp
- Cover nose and/or mouth when coughing or sneezing, use tissue to wipe nose, wash hands after using the restroom

Students entering 1st grade should be able to



Math - <http://www.pdesas.org/Standard/Views>

- Count, read, and write numbers to 100
- Count to 100 by 1's and 10's
- Count backward from 10 to 1
- Count, represent, name, order number of objects up to 30
- Solve problems using (+) and (-) sums to 10 with concrete objects
- Recognize reasonable estimation
- Compare 2 or more sets of objects and identify equal to, less than, greater than
- Identify, sort, classify particular groups of objects by shape, color, size
- Compare length, width, capacity by direct comparisons
- Identify and describe a circle, rectangle, triangle, square, cube, sphere, and cone
- Identify, describe, extend simple patterns
- Use manipulatives to set up and solve problems
- Read and explain simple addition and subtraction number sentences
- Check and explain the results of a problem with concrete or pictorial representations
- Compare the length, weight and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more)
- Name the days of the week
- Tell time to the hour
- Identify the time (to the nearest hour) of everyday events (e.g., lunch time is

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12 o'clock, bed time is 8 o'clock at night)

- Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar)
- Determine if a figure has been divided into halves
- Identify and name coins (penny, nickel, dime, quarter, and half dollar) and their values
- Use the language of ordinal numbers up to tenth.
- Solve simple word problems involving whole numbers 0-10

Reading - <http://www.pdesas.org/Standard/Views>

- Read 200 words by sight
- Distinguish letters from words
- Understand that a phoneme is one distinct sound
- Use letter-sound matches to decode simple words
- Use sound stretching of one syllable words to identify each phoneme (e.g., cat, /c/, /a/, /t/)
- Use sound blending of each separately spoken phoneme to make meaningful words (e.g., /m/, /o/, /m/ to mom)
- Segment one-syllable words into individual sounds and blend the sounds into whole words
- Recognize and produce rhyming words
- Recognize words that have same beginning and ending sounds
- Recognize and name all upper and lowercase letters of the alphabet (in sequence and random order)
- Identify initial, final, and medial sounds in words.
- Match uppercase and lowercase letter pairs
- Recognize and say the common sounds of letters
- Use a picture dictionary to determine word meaning
- Speak in complete sentences

- Understand and follow one and two-step directions
- Give simple two-step oral directions
- Find title, author, illustrator
- Use pictures/context to predict
- Retell familiar stories
- Distinguish fantasy from reality
- Identify characters, settings, events
- Describe people, places, things, locations, actions
- Use pictures to discuss the main idea
- Participate in the creation of graphic organizers (e.g., KWL, charts)
- Recite short poems, rhymes, songs
- Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison, and danger signs/labels)

Writing - <http://www.pdesas.org/Standard/Views>

- Write legibly
- Write words
- Write full name
- Write address and phone number
- Write left to right
- Write to acquire and exhibit knowledge (e.g., own name-first and last, letters, and numbers)
- Write to entertain and inform (e.g., experience stories, pictures, and shared writing)
- Represent spoken language with illustrations and temporary and/or conventional spelling
- Participate in shared writing
- Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print)
- Draw pictures to generate ideas

- Add descriptive words and details
- Express thoughts, feelings, and experiences through illustrations, dictation, or writing
- Dictate a new ending to a story

Listening and Speaking- <http://www.pdesas.org/Standard/Views>

- Understand and follow one step directions
- Follow classroom routines (sign-in, putting backpack in appropriate place, placing homework in basket, selecting snack and lunch items)
- Say full name
- Recite home address and phone number
- Speak in complete sentences
- Describe people, places, things, and action

Students entering 2nd grade should be able to

Math - <http://www.pdesas.org/Standard/Views>

- Read, count, and write whole numbers to 100
- Count subsets of whole numbers from 0 through 100 both forward and backwards
- Write in words whole numbers from 0 through 10
- Identify the place value of the digits in whole numbers from 0 through 100
- Identify any whole number from 0 through 30 as even or odd
- Make decisions about how to set up a problem
- Describe the relative position of objects by using two references
- Compare and order whole numbers to 100 using $<$, $=$, $>$
- Solve problems / justify reasoning
- Follow one-step written directions
- Know addition facts and subtraction facts (sums to 20)
- Note connections between one problem and another
- Compare data by using pictures, charts, graphs, etc.
- Sort objects to create/describe patterns
- Sort objects and data by attributes and categories
- Count by ones, twos, fives, and tens to 100
- Solve one and two digit addition and subtraction problems
- Write and solve addition / subtraction number sentences that express +, - relationships
- Read and write horizontally and vertically the same addition expression (e.g., $4 + 5$ is the same as $\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$)
- Compare length, weight, and volume of two or more direct or nonstandard objects
- Tell time to nearest $\frac{1}{2}$ hour
- Identify, compare, and classify 2 dimensional shapes and 3 dimensional figures
- Identify fractions with like denominators using concrete objects

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- Recognize a whole, a half, and a fourth and represent equal parts of a whole (halves, fourths)
- using concrete objects, pictures, diagrams, fraction strips, or pattern blocks
- Identify and use ordinal numbers first (1st) through tenth (10th)
- Identify coins (pennies, nickels, dimes, quarters, and half dollars) and currency (\$1, \$5, \$10) and state the value of each coin and each type of currency using money models
- Recognize and count a like group of coins (pennies, nickels, dimes)

Reading - <http://www.pdesas.org/Standard/Views>

- Identify text using sequence/logical order
- Respond to “who,”” what,”” where,”” how” questions
- Give and follow one and two step directions
- Retell ideas of expository/narrative passages
- Identify plot, setting, characters, beginning, middle, and end of a story
- Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text
- Use a variety of word-recognition strategies (e.g., practicing words in isolation) to read fluently
- Determine the meaning of unknown words or phrases using picture clues and context clues from sentences
- Demonstrate automatic recognition of sight words
- Identify synonyms and antonyms to determine the meaning of words
- Locate and discuss title, author, illustrator, and illustrations
- Use pictures, content, and prior knowledge to make predictions
- Respond logically to literal, inferential, and critical thinking questions before, during, and after listening to or reading the text
- Use picture clues, text, and prior knowledge to make inferences and draw conclusions
- Develop awareness of text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*)

- Sequence events according to basic story structure of beginning, middle, and end
- Compare and contrast information (e.g., topics, characters) between texts
- Retell or role play important events and main ideas from narrative and expository texts
- Identify the topic and main idea in appropriate-level texts
- Listen to or read text to connect personal experiences and ideas with those of other cultures in literature

Writing - <http://www.pdesas.org/Standard/Views>

- Choose an idea about which to write
- Use details in pictures and words to develop a story
- Participate in shared writing activities where prewriting strategies are included
- Write sentences with ideas presented in a sequential order
- Write several complete sentences about one idea
- Express feelings through pictures and words
- Identify and use nouns and verbs in writing
- Explore the use of new words to make writing more interesting
- Write a simple sentence that is a complete thought and is easy to read aloud
- Use correct spacing between words
- Capitalize the beginning of a sentence and use correct ending punctuation
- Use correct subject/verb agreement
- Spell most words like they sound

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Students entering 3rd grade should be able to

Math - <http://www.pdesas.org/Standard/Views>

- Count, read, write, and identify place value of numbers to 1000
- Compare and order whole numbers to 1000 using $<, =, >$
- Identify any whole number from 0 through 100 as even or odd
- Use addition and subtraction to show equivalent representations for whole numbers from 0 through 100 (e.g., $8 - 5 = 2 + 1$ or $20 + 40 = 70 - 10$)
- Use the commutative (changing the order of the numbers) & associative properties (changing the order of the additions) of addition
- Identify and use ordinal positions from first (1st) through twentieth (20th)
- Identify coins, state their values, and determine the total value to \$1.00 of a mixed group of coins using pennies, nickels, dimes, quarters, and half-dollars
- Count a like combination of currency (\$1, \$5, \$10, \$20) to \$100
- Solve problems using combinations of coins and bills
- Use the decimal notation and cent symbols for money
- Memorize multiplication tables of 2's, 5's, and 10's
- Recognize, name, and compare unit fractions from $1/12$ to $1/2$
- Know that when all fractional parts are included, such as $4/4$, the result is one whole
- Measure the length of an object to its nearest inch/centimeter
- Demonstrate measurement of time to the quarter hour
- Describe and classify geometric shapes according to the number and shape of faces, edges, and vertices
- Recognize when an estimate is reasonable in measurement
- Describe and extend patterns and determine a next term in number patterns
- Make decisions about how to set up a problem
- Solve problems and justify their reasoning
- Recognize and investigate properties of plane figures/two-dimensional shapes

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- (circles, squares, rectangles, triangles, and ellipses/ovals) using concrete objects, drawings, and appropriate technology
- Recognize, draw, and describe plane figures (circles, squares, rectangles, triangles, ellipses / ovals)
 - Recognize solids/three-dimensional figures (cubes, rectangular prisms, cylinders, cones, and spheres)
 - Recognize the square, triangle, rhombus, hexagon, parallelogram, and trapezoid from a pattern block set
 - Compare geometric shapes (circles, squares, rectangles, triangles, ellipses) to one another
 - Recognize whether or not a shape has a line of symmetry
 - Describe and classify geometric shapes according to the number and shape of faces, edges, and vertices
 - Recognize when an estimate is reasonable in measurement
 - Describe and extend patterns and determine a next term in number patterns
 - Make decisions about how to set up a problem
 - Solve problems and justify their reasoning

Reading - <http://www.pdesas.org/Standard/Views>

- Demonstrate the automatic recognition of high frequency words.
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts
- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading
- Apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per; vc/cv = sup/per)
- Decode two-syllable nonsense words and regular multi-syllable words
- Recognize common abbreviations (e.g., Jan., Sun., Rt., St.)
- Recognize common contractions (e.g., can't, don't, and won't)

- Add endings to base words to make new words (e.g., -ed, -ing, and -es)
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)
- Read aloud with fluency and accuracy and with appropriate intonation and expression
- Understand and explain common antonyms and synonyms
- Use knowledge of individual words in unknown compound words to predict their meaning
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)
- Identify simple multiple-meaning words
- Identify and produce rhyming words
- Use titles, table of contents, and chapter headings to locate information in expository text
- State purpose for engaging in reading (i.e., tell what information the student is seeking)
- Use knowledge of author's purpose(s) to comprehend informational text
- Recognize the main idea in picture books and texts
- Ask clarifying questions concerning essential textual elements (e.g., “why,” “what,” “how”)
- Restate facts and details in text to clarify and organize ideas
- Recognize cause and effect relationships in text
- Interpret information from diagrams, charts, and graphs
- Follow two step written instructions
- Compare and contrast plots, settings, and characters presented by different authors
- Compare and contrast different versions of the same stories that reflect different cultures
- Create graphic organizers (e.g., KWL, webs, lists, story maps, and charts).
- Determine whether the events in the reading selection are real or fantasy
- Identify rhythm, rhyme, and alliteration in poetry

Writing - <http://www.pdesas.org/Standard/Views>

- Group together related ideas and maintain a consistent focus
- Construct graphic organizers to establish understanding
- Create readable documents with legible handwriting
- Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)
- Revise original drafts to improve sequence and provide more descriptive detail
- Write brief narratives based on personal experience that move through a logical sequence of events and describe the setting, characters, objects, and events in detail
- Write a friendly letter complete with date, salutation, body, closing, and signature
- Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences
- Edit for complete sentences
- Identify and correctly use various parts of speech (nouns and verbs) in writing and speaking
- Use commas in the greeting and closure of a letter and with dates and words in a series
- Use quotation marks correctly
- Capitalize all proper nouns, words at the beginning of sentences and in greetings, months, days of the week, titles, and initials of people
- Write to entertain and inform (e.g., stories, poems, riddles, friendly letters, two or three step directions, journals)

Students entering 4th grade should be able to

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Math – <http://www.pdesas.org/Standard/Views>

- Count using whole numbers (to 10,000) and by 2's, 3's, 5's, 10's, 25's and 100's
- Use whole numbers and fractions to represent quantities
- Compare and order whole numbers to 10,000 using <,=,>
- Identify the place value for each digit in numbers to 10,000
- Find the sum or difference of two whole numbers
- Multiply and divide one digit numbers by multiple-digit numbers
- Compare, add, and subtract fractions
- Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation
- Solve simple problem involving the relationship between two quantities
- Determine the area and volume of solid figures by using manipulative
- Name and label geometric shapes in two and three dimensions (e.g., circle/sphere, square/cube, triangle/pyramid, rectangle/prism)
- Tell time to the minute
- Determine and compare elapsed times
- Count change and use money to at least \$10
- Record the possible outcomes for simple random events
- Summarize and display the results of probability experiments using a chart
- Formulate and answer questions based on data shown on graphs.
- Make decisions about how to set up a problem
- Use strategies, skills, and concepts in finding solutions

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Reading - <http://www.pdesas.org/Standard/Views>

- Preview the text formats (e.g., title, headings, chapters and table of contents)
- Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, and picture and context clues to decode and understand new words during reading
- Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words)
- Retell or summarize the major ideas, themes or procedures of the text
- Connect the new information or ideas in the text to known information
- Clarify ideas and understandings through rereading and discussion
- Make responsible assertions about the text by citing evidence from the text
- Differentiate fact from opinion within text
- Use electronic media for research
- Identify literary elements in stories describing characters, setting, and plot
- Read and respond to nonfiction and fiction including poetry and drama

Writing - <http://www.pdesas.org/Standard/Views>

- Write narrative pieces (e.g., stories, poems, plays)
- Write informational pieces (e.g., descriptions, letters, reports, instructions)
- Write an opinion and support it with facts
- Gather and organize information
- Write a series of related sentences or paragraphs with one central idea
- Incorporate details relevant and appropriate to the topic
- Sustain a logical order
- Include a recognizable beginning, middle, and end

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Students entering 5th grade should be able to

Math - <http://www.pdesas.org/Standard/Views>

- Read and write whole numbers to the millions
- Round whole numbers to one million
- Order and compare whole numbers to 1 million
- Order and compare decimals to two places
- Use the concept of negative numbers
- Multiply efficiently and accurately with single-digit whole numbers
- Know how to factor small whole numbers
- Describe and compare simple fractions
- Add and subtract fractions with like denominators
- Represent numbers as both improper fractions and mixed numbers
- Add and subtract multi digit numbers
- Interpret and evaluate how to problem solve using parentheses
- Select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles
- Calculate area and perimeter
- Measure length to the nearest $\frac{1}{4}$ inch or nearest centimeter
- Identify plane and solid figures
- Identify points, lines, and rays
- Identify and draw lines of symmetry for two dimensional geometric figures
- Identify the result of a transformation (flip or slide) that has been applied to a simple two dimensional geometric shape
- Count money (bills and coins)
- Convert money (bills and coins)
- Add and subtract decimals (including monetary units)
- Solve real-world problems involving elapsed time to the quarter-hour

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- Interpret data displayed in bar graphs and pictographs

Reading - <http://www.pdesas.org/Standard/Views>

- Use table of contents, title page, and glossary to locate information
- Use prefixes, suffixes, and root words as aids in determining meaning within context
- Recognize plot features of fairy tales, folk tales, fables, and myths
- Make predictions about the text
- Recognize cause and effect relationships within context
- Determine appropriate inferences and draw conclusions from texts
- Identify character, setting, and plot in text
- Determine the problem of a story and discover its solution
- Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles)
- Use headings, graphics, and captions to make meaning from text
- Identify grade level compound words, contractions, and common abbreviations within context
- Select appropriate synonyms, antonyms, and homonyms within context
- Determine the meaning of unfamiliar words and multiple meaning words using context clues, dictionaries, and glossaries
- Evaluate texts for elements of fact/opinion
- Evaluate texts for elements of reality/fantasy
- Interpret information using a chart, map, or timeline
- Indicate the sequence of events in print (fiction and nonfiction)
- Identify similes and metaphors
- Identify the author's purpose (e.g., to entertain, inform, persuade, share feelings)

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Writing - <http://www.pdesas.org/Standard/Views>

- Identify correctly used capital letters with names, dates, addresses, and the beginning of sentences within context
- Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions)
- Write with a sharp, distinct focus identifying topic, task, and audience
- Choose a topic sentence for a paragraph
- Rearrange sentences to form a sequential, coherent paragraph
- Rearrange events in a sequential or chronological order in a writing selection
- Select the best title for a text
- Complete a graphic organizer (e.g., listing, clustering, story map, web) to group ideas for writing
- Select appropriate time-order or transitional words to enhance the flow of the writing sample
- Select details that support a topic sentence
- Select an appropriate concluding sentence for a well developed paragraph.

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Students entering 6th grade should be able to



Math - <http://www.pdesas.org/Standard/Views>

- Use expanded notation to represent whole numbers or decimals
- Match the standard form to the word form of decimal numbers through the hundredths
- Identify the place value of a digit (millions through hundredths)
- Order and compare whole numbers through 9 digits using the words more, less, equal, least, most, greater than, or less than
- Order and compare decimals through hundredths
- Round whole numbers through millions and decimals through hundredths
- Identify integers on a number line
- Compare proper fractions through 16ths with like and unlike denominators
- Add and subtract fractions through the 16ths with like and unlike denominators
- Represent numbers as both improper fractions and mixed numbers
- Identify prime and composite numbers less than or equal to 100
- Identify factors and multiples of whole number less than or equal to 50
- Solve problems involving addition, subtraction, multiplication and division of whole numbers and decimals including money
- Choose the correct operation to solve a problem
- Interpret and evaluate how to problem solve using parentheses
- Select appropriate standard units to measure length, perimeter, area, capacity, volume, weight, time, temperature, and angles
- Convert measurements within metric and customary systems
- Solve problems involving weight, time, temperature, length, and capacity
- Calculate area and perimeter
- Measure length to the nearest $\frac{1}{8}$ inch or nearest centimeter
- Identify plane and solid figures
- Identify points, lines, line segments, and rays
- Identify and draw lines of symmetry for two dimensional geometric figures
- Draw or identify a translation (slide), reflection (flip), or rotation (turn) of a 2-dimensional shape
- Identify, and/or classify cubes, rectangular prisms, or pyramids using faces, vertices, and edges
- Identify and/or describe properties of all types of quadrilaterals (parallelogram, rectangle, rhombus, square, trapezoid)
- Estimate which polygon (shown on a grid) has a greater perimeter or area
- Estimate the area of an irregular figure on a grid

- Count money (bills and coins)
- Convert money (bills and coins)
- Add and subtract decimals (including monetary units)
- Solve real-world problems involving elapsed time to the quarter-hour
- Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels
- Use expanded notation to represent whole numbers or decimals (whole numbers through 10,000,000 and decimals through hundredths)
- Match the standard form to the word form of decimal numbers through the hundredths
- Identify the place value of a digit (from millions through hundredths)
- Locate/identify integers on a number line (greater than or equal to -20)
- Identify negative temperatures on a thermometer (through -20° C or $^{\circ}$ F)
- Use or develop regions and/or sets (e.g., circle graph, base ten blocks) to model fractions and mixed numbers through hundredths
- Define/list/identify prime and composite numbers less than or equal to 100
- Define/list/identify factors and/or multiples of a given whole number less than or equal to 50
- Solve problems involving addition, subtraction, multiplication, and division of whole numbers and decimals including money with and without a calculator
- Choose the correct operation(s) to solve a problem
- Use estimation to solve problems involving whole numbers and/or decimals
- Extend or find a missing element in a numerical or simple geometric pattern
- Create or replicate a numerical or geometric pattern
- Form a rule based on a given pattern, or illustrate a pattern based on a given rule
- Solve for a missing number in an equation
- Match a realistic situation to an equation, expression, inequality, table or graph
- Determine the mean/average, and median of a range of data
- Identify the mode in a set of data
- Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible
- Determine the probability of an outcome (e.g. a coin toss, a roll of a number cube) and express as a fraction

Reading- <http://www.pdesas.org/Standard/Views>

- Interpret meaning of multiple-meaning words
- Identify synonyms and antonyms
- Identify how the meaning of a word is changed when an affix is added
- Use context clues to find the meaning of words or phrases
- Make inferences and draw conclusions based on information from text
- Cite evidence from text to support generalizations
- Identify main idea and supporting details
- Summarize key details in text

- Identify the author's intended purpose of text
- Identify, explain, interpret, compare, describe, and/or analyze character, setting, plot and theme of text
- Identify, explain, interpret, compare, describe, and/or analyze connections between text
- Identify examples of personification in text
- Identify examples of simile in text
- Identify examples of alliteration in text
- Identify examples of metaphors in text
- Identify, explain, interpret, and describe point of view of the narrator as first person or third person point of view
- Explain, interpret, and/or describe the effectiveness of the point of view used by the author
- Identify exaggeration and bias in nonfictional text
- Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution
- Use headings to locate information in a passage, or identify content that would best fit in a specific section of text
- Interpret graphics and charts and/or make connections between text and the content of graphics and charts
- Identify, explain, compare, interpret, describe the sequence of steps in a list of directions

Writing - <http://www.pdesas.org/Standard/Views>

- Write with a sharp, distinct focus identifying topic, task, and audience
- Sustain a logical order within sentences and between paragraphs using meaningful transitions
- Include an identifiable introduction, body and conclusion
- Include detailed descriptions of people, places, and things
- Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions)
- Include cause and effect when appropriate to the topic
- Develop a problem and solution when appropriate to the topic
- Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed
- Spell common, frequently used words correctly
- Use capital letters correctly

- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes)
- Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary

Students entering 7th grade should be able to

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Math - <http://www.pdesas.org/Standard/Views>

- Represent common percents as fractions and/or decimals (1%, 10%, 25%, 50%, 75%, 100%)
- Convert between fractions and decimals and/or differentiate between a terminating decimal and a repeating decimal
- Represent a number in exponential form
- Represent a mixed number as an improper fraction
- Compare and/or order whole numbers, mixed numbers, fractions and/or decimals
- Find the greatest common factor (GCF) of two numbers (through 50) and/or use the GCF to simplify fractions
- Find the least common multiple (LCM) of two numbers (through 50) and/or use the LCM to find the common denominator of two fractions
- Use divisibility rules for 2,3,5 and/or 10 to draw conclusions and/or solve problems
- Model percents (through 100%) using drawings, graphs, and/or sets (e.g. circle graph, base ten blocks, etc.)
- Complete equations by using the following properties: associative, commutative, distributive and identify
- Use estimation to solve problems involving whole numbers and decimals
- Solve problems involving operations with whole numbers, decimals (through thousandths) and fractions
- Determine and/or compare elapsed time to the minute (time may cross AM to PM or more than one day)
- Use or read a ruler to measure to the nearest 1/16 inch or millimeter
- Choose the more precise measurement of a given object
- Measure angles using a protractor
- Find the perimeter of a polygon
- Define, label, and/or identify right, straight, acute and obtuse angles
- Identify, classify and/or compare polygons
- Identify and/or describe properties of all types of triangles (scalene, equilateral, isosceles, right, acute, obtuse)
- Identify and/or determine the measure of the diameter and/or radius of a circle
- Identify and/or use the total number of degrees in a triangle, quadrilateral, or

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circle

- Identify, describe and/or label parallel, perpendicular or intersecting lines
- Identify, draw and/or label points, planes, lines, line segments, rays, angles and vertices
- Plot, locate or identify points in Quadrant I and/or on the x and y axes with intervals of 1,2,5 or 10 units- up to a 200 by 200 grid
- Create, extend, or find a missing element in a pattern displayed in a table, chart, or graph
- Determine a rule based on a pattern or illustrate a pattern based on a given rule
- Identify the inverse operation needed to solve a one-step equation
- Match an equation of or expression involving one variable
- Analyze data and/or answer questions pertaining to data represented in frequency tables, circle graphs, double bar graphs, double line graphs or line plots
- Choose the appropriate representation for a specific set of data
- Display data in frequency tables, circle graphs, double bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key
- Determine/calculate the mean, median, mode and/or range of displayed data
- Define and/or find the probability of a simple event
- Determine/show all possible combinations involving up to 20 arrangements

Reading - <http://www.pdesas.org/Standard/Views>

- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, accuracy, and expression
- Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context
- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning
- Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information
- Choose the correct meaning of multiple meaning words in context
- Identify synonyms, antonyms, and homonyms
- Use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words within context
- Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution)
- Analyze the effects of sound in context (e.g., alliteration, onomatopoeia, accent, rhyme, and repetition)
- Determine whether a given statement within a passage is fact or fiction
- Identify stated or implied cause and effect relationships
- Analyze the use of similes, metaphors, personification, imagery and hyperbole within context
- Determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved

- Summarize the main idea and critical details, maintaining chronological or logical order
- Determine the author's purpose for writing a selection (e.g., to inform, to persuade, to entertain, or to share emotions)
- Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics
- Make inferences and draw conclusions based on information from text
- Cite evidence from text to support generalizations
- Identify and/or explain stated or implied main ideas and relevant supporting details from text
- Explain, interpret, compare, describe, analyze, and/or evaluate characters, plot, and theme within fiction and literary nonfiction
- Identify and/or explain stated or implied main ideas and relevant supporting details from text
- Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts
- Identify, explain, interpret, compare, describe, analyze the author's purpose for and effectiveness at using figurative language in text
- Identify, explain, and/or describe the point of view of the narrator as first person or third person point view
- Explain, interpret, and/or describe the effectiveness of the point of view used by the author
- Identify, explain, interpret, describe and/or analyze bias and propaganda techniques in nonfictional text
- Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution
- Identify content that would fit in a specific section of text
- Interpret graphics and charts and/or make connections between text and the content of graphics and charts
- Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions

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Writing - <http://www.pdesas.org/Standard/Views>

- Understand and use the steps of the writing process
- Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes on a writing selection
- Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts
- Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose

- Create multiple paragraph compositions
- Revise writing to improve the organization and consistency of ideas within and between paragraphs
- Identify the purpose for writing (e.g., to inform, to describe, to explain, to persuade)
- Identify the audience for which a text is written
- Identify the most reliable sources of information for preparing a report or project
- Create documents by using word-processing skills

Students entering 8th grade should be able to

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Math - <http://www.pdesas.org/Standard/Views>

- Convert between fractions, decimals and/or percents
- Compare and/or order integers, mixed numbers, fractions and decimals
- Locate/identify decimals, fractions, mixed numbers and/or integers on a number line
- Use the order of operations to simplify numerical expressions
- Write ratios to compare quantities
- Solve for a variable in a given proportion
- Use proportions to determine if two quantities are equivalent
- Calculate and/or apply unit rates or unit prices
- Select and/or use ratios or proportions to solve problems
- Use proportions to find the missing length of a side in similar figures
- Estimate answers to problems involving whole numbers, decimals, fractions or mixed numbers
- Solve problems involving operations of whole numbers, decimals, fractions, or mixed numbers
- Solve problems involving addition and subtraction integers
- Add, subtract, or convert measurements
- Develop and/or use strategies to find the perimeter and/or area of compound figures
- Find the circumference and/or area of circles
- Find the area of triangles and/or all types of parallelograms
- Interpret and/or apply scales shown on maps, blueprints, models
- Determine and/or apply an appropriate scale for reduction or enlargement
- Identify, describe and/or define diameter, radius, chord and/or circumference in

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- circles
- Solve problems involving the relationship between the radius and diameter of the same circle
 - Identify parallel, perpendicular and/or skew line segments within three-dimensional figures
 - Identify and/or use polygons that are similar and/or congruent, given either measurements or tic and angle marks
 - Identify corresponding sides and/or angles of congruent or similar polygons
 - Plot and/or identify ordered pairs on a coordinate plane
 - Identify quadrants I, II, III, IV the x- and y- axes and the origin on a coordinate plane
 - Describe, extend or find a missing element of a pattern
 - Select and/or use appropriate strategies to solve one-step equations
 - Use substitution of one and/or two variables to simplify expressions
 - Identify expressions, equations or inequalities that model mathematical situations
 - Solve problems involving a constant rate of change
 - Describe and/or use the relationship of data displayed on a rate of change graph
 - Analyze data and/or answer questions pertaining to data represented in histograms, double bar graphs, multiple line graphs or stem-and-leaf plots
 - Identify/calculate the mean, median, mode or range of a set of data
 - Decide/choose which measure of central tendency would be most appropriate for a given situation
 - Find the theoretical probability of a simple and/or compound event
 - Find the theoretical probability of an event not occurring
 - Use data displayed in charts, graphs or tallies to find experimental probability
 - Formulate predictions and/or draw conclusions based on data displays or probability

Reading- <http://www.pdesas.org/Standard/Views>

- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, accuracy, and expression
- Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context
- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning
- Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information
- Choose the correct meaning of multiple meaning words in context
- Identify synonyms, antonyms, and homonyms
- Use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words within context
- Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution)

- Analyze the effects of sound in context (e.g., alliteration, onomatopoeia, accent, rhyme, and repetition)
- Determine whether a given statement within a passage is fact or fiction
- Identify stated or implied cause and effect relationships
- Analyze the use of similes, metaphors, personification, imagery and hyperbole within context
- Determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved
- Summarize the main idea and critical details, maintaining chronological or logical order
- Determine the author's purpose for writing a selection (e.g., to inform, to persuade, to entertain, or to share emotions)
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- Explain, interpret, compare, describe, analyze, and/or evaluate character, setting, plot, and theme within fiction and literary nonfiction
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Writing - <http://www.pdesas.org/Standard/Views>

- Understand and use the steps of the writing process
- Complete a graphic organizer (e.g., clustering, listing, mapping, and webbing)

with information from notes on a writing selection

- Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts
- Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas
- Select appropriate time order or transitional words to enhance the flow of a writing sample
- Identify the sentence(s) irrelevant to a paragraph's theme or flow
- Choose the supporting sentence that best fits the context and flow of ideas in a paragraph
- Select the most appropriate title for a passage
- Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations
- Identify the purpose for writing (e.g., to inform, to describe, to explain, to persuade)
- Identify individual written selections as technical, narrative, persuasive, and/or descriptive in
 - mood
- Supply a missing piece of information in an outline
- Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid, internet source)
- Create documents by using word processing skills

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