



Kindergarten through Grade Five Priority Standards: Essential Skills for Success



West Virginia DEPARTMENT OF
EDUCATION



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2021-2022

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Dear West Virginia Early and Elementary Educators,

The COVID-19 pandemic has resulted in a tremendous loss of learning time for children over the past two years. Time away from traditional classroom instruction has resulted in the emergence of instructional gaps for many West Virginia Children, particularly those in the early and elementary grades.

We know that all applicable grade-level West Virginia Content Standards are important and must be taught throughout the school year. **However, this document captures the essential skills in the ELA and math content standards West Virginia kindergarten through grade five educators will want to target for the remainder of the 2021-2022 school year and beyond to hyper-focus on young children's emerging proficiency in ELA and math.**

Please note the following considerations prior to utilizing this document:

- ▶ The essential skills in the standards identified in this document are to assist educators as they provide students with support for key concepts now and in the future.
- ▶ While integration of all content areas is critical to help ensure children's ongoing development, acquisition of grade-level English language arts (ELA), and mathematics skills are essential for children's later success in school and in life.
- ▶ Children's social and emotional development must be nurtured daily to provide opportunities for children to develop social competence.
- ▶ Instructional materials and supports need to be carefully selected and used to provide precise and focused support to address gaps in student content knowledge.
- ▶ West Virginia's College- and Career-Readiness Standards are written in progressions of learning, are visited multiple times during the school year, and cannot be utilized as a "checklist".

It is my sincere hope that each of you continue to provide our students with a productive and safe environment for learning now and in the future. If you have any further questions, do not hesitate to reach out to Dr. Monica DellaMea, Director of Early and Elementary Learning services at mdellamea@k12.wv.us or by calling 304-558-8098.

Sincerely,



W. Clayton Burch, State Superintendent of Schools
West Virginia Department of Education

Priority Standards: Essential Skills for Success

In response to the emergence of instructional gaps in early and elementary grades this document highlights essential skills in ELA and Math content standards for educators to target with intentional focus.

How to Utilize This Document

- ▶ Find your grade level.
- ▶ Familiarize yourself with the priority standards for Math and ELA. Please note the supporting standards for each priority standard are found in the right-hand columns on each grade-level page spread.
- ▶ Content indicators are in bold.
- ▶ Standards are listed below with standard number on the right.
- ▶ As you utilize this document, reference the table below:

Things to Consider	Strategies to Use
<ul style="list-style-type: none">▶ establish positive dispositions for learning▶ provide opportunities for development across all content areas▶ emphasize social/emotional, cognitive, and motor development skills▶ use of high-yield strategies▶ support school readiness▶ ensure high-quality instruction▶ utilize the formative assessment process▶ build on the comprehensive approach to personalizing learning▶ scaffold learning based on children's interests▶ provide opportunities for vertical teaming/ planning▶ consider student backgrounds▶ implement multiple opportunities for family engagement▶ solicit community support▶ determine how to most effectively use instructional materials to teach grade-level standards	<ul style="list-style-type: none">▶ cross curricular instruction▶ personalized instruction▶ exit tickets▶ bell ringers▶ effective questioning▶ think pair share▶ feedback▶ direct instruction▶ formative assessment process▶ micro teaching▶ student friendly environment▶ small group instruction▶ problem solving▶ embedding instruction▶ guiding questions▶ reciprocal teaching▶ scaffolding▶ self-reported grading▶ learning maps▶ rubrics

The Formative Assessment Process and Priority Standards

The formative assessment process is used by teachers to guide daily instruction. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.

How is Formative Assessment Used				
Adjustment of TEACHER Actions	WHY	To Make Immediate Instructional Adjustments	To Make Near-Future Instructional Adjustments	To Make Long-Term Instructional Adjustments
	WHEN	Before Instruction During Instruction	After Instruction	Before or After Unit/Summative Assessment or Standardized Assessment (grades 3-5)
	EXAMPLES	<ul style="list-style-type: none"> ▶ Pre-quiz ▶ Questioning ▶ Visual cues (thumbs up/ down) ▶ WVDE Diagnostic Assessments (DIAs) ▶ Educator to child conversations ▶ Educator observations of: <ul style="list-style-type: none"> ▷ peer to peer conversations ▷ learning experiences 	<ul style="list-style-type: none"> ▶ Exit ticket ▶ Quiz ▶ WVDE Interim Module Assessments (IMAs) ▶ Examples of children's work 	<ul style="list-style-type: none"> ▶ Analysis of individual children's evidence of learning (i.e., benchmarks, anecdotal data, work samples, etc.) (all grade levels) ▶ Practice test ▶ WVDE Computer Adaptive Comprehensive Interim Assessments (CA-CIA) ▶ WVDE Fixed Form Comprehensive Assessments (FF-CIA)
Adjustment of STUDENT Actions/Beliefs	WHY	To Promote Student Self- Directed Learning		To Promote a Positive Classroom Culture
	WHEN	At All Points During the Instructional Day		At All Points During the Instructional Day
	EXAMPLES	<ul style="list-style-type: none"> ▶ Error analysis ▶ Progress tracking ▶ Assessment/documentation and analysis ▶ Child-led parent and/or teacher conferences 		<ul style="list-style-type: none"> ▶ Peer review ▶ Peer support/teaching ▶ Assessment for learning

Instructional adjustment resulting from use of the formative assessment process requires teachers to be "quick on their feet." Instructional adjustment takes multiple data points connected to well-defined learning targets, the presentation of new information, and guided practice into consideration. Questioning children during instructional activities may help a teacher determine the following:

- ▶ Do children need more practice?
- ▶ Is there an alternate explanation or method of representing the information to children?
- ▶ Were the learning targets clearly communicated?
- ▶ Do children know what success looks like?
- ▶ Do children need a skill or practice modeled?

Priority Standards: Essential Skills for Success for Kindergarten Math

Counting and Cardinality	
Know number names and the count sequence.	M.K.1, M.K.2, M.K.3
Count to tell the number of objects.	M.K.4, M.K.5
Compare numbers.	M.K.6, M.K.7
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	M.K.8, M.K.9, M.K.10, M.K.11, M.K.12
Number and Operations in Base Ten	
Work with numbers 11-19 to gain foundations for place value.	M.K.13
Measurement and Data	
Describe and compare measurable attributes.	M.K.14, M.K.15
Classify objects and count the number of objects in each category.	M.K.16
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	M.K.17, M.K.18, M.K.19
Analyze, compare, create, and compose shapes	M.K.20, M.K.21

Priority Standards: Essential Skills for Success for Kindergarten ELA

Literacy Foundations	
Name and print upper-and lower-case letters.	ELA.K.III, ELA.K.V
Recognize and reproduce the structure of sounds in language.	ELA.K.II, ELA.K.IV
Understand the basic organization and features of print.	ELA.K.V
Reading	
Participate in daily read alouds of complex texts to build knowledge and vocabulary.	ELA.K.7, ELA.K.8, ELA.K.10, ELA.K.11, ELA.K.12, ELA.K.18
Retell familiar stories and talk about stories read to them using details from the text.	ELA.K.2, ELA.K.19, ELA.K.3, ELA.K.5, ELA.K.6, ELA.K.9, ELA.K.14, ELA.K.15
Ask and answer questions about key details in literary and informational texts read aloud.	ELA.K.1, ELA.K.4, ELA.K.13, ELA.K.16, ELA.K.17
Writing	
Use a combination of drawing, dictating, and writing to compose opinion and informative pieces, and to narrate events.	ELA.K.20, ELA.K.21, ELA.K.22, ELA.K.23, ELA.K.24, ELA.K.25
Participate in shared research and writing.	ELA.K.26, ELA.K.27
Speaking/Listening	
Participate in collaborative conversations about kindergarten topics and texts and follow agreed-upon rules for discussions.	ELA.K.30, ELA.K.31, ELA.K.32, ELA.K.33
Speak audibly to express thoughts, feelings, and ideas clearly.	ELA.K.33, ELA.K.35
Language	
Understand and use nouns, verbs, plurals, prepositions, and question words.	ELA.K.36
Produce complete sentences in shared language activities.	ELA.K.36
Capitalize the first word of a sentence and recognize end punctuation.	ELA.K.37
Spell simple words phonetically using letter-sound relationships.	ELA.K.37
Learn and use words acquired through read alouds and conversations.	ELA.K.39, ELA.K.40, ELA.K.41

Priority Standards: Essential Skills for Success for First Grade Math

Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	M.1.1, M.1.2
Understand and apply properties of operations and the relationship between addition and subtraction.	M.1.3, M.1.4
Add and subtract within 20.	M.1.5, M.1.6
Work with addition and subtraction equations.	M.1.7, M.1.8
Number and Operations in Base Ten	
Extend the counting sequence.	M.1.9
Understand place value.	M.1.10, M.1.11
Use place value understanding and properties of operations to add and subtract.	M.1.12, M.1.13, M.1.14
Measurement and Data	
Measure lengths indirectly and by iterating length units.	M.1.15, M.1.16
Tell and write time.	M.1.17
Represent and interpret data.	M.1.18
Geometry	
Reason with shapes and their attributes.	M.1.19, M.1.20, M.1.21

Priority Standards: Essential Skills for Success for First Grade ELA

Literacy Foundations	
Read with sufficient accuracy and fluency to support comprehension	ELA.1.I
Use phonics (matching letters and sounds) and word analysis skills to decode unfamiliar words.	ELA.1.II
Recognize and reproduce the structure of sounds in language.	ELA.1.IV
Reading	
Participate in daily read alouds of complex texts to build knowledge and vocabulary.	ELA.1.7, ELA.1.10, ELA.1.18, ELA.1.19
Ask and answer questions about key details in literary and informational texts independently and in read alouds.	ELA.1.1, ELA.1.2, ELA.1.3, ELA.1.4, ELA.1.5, ELA.1.6, ELA.1.9, ELA.1.13, ELA.1.14, ELA.1.15, ELA.1.16
Use text features to locate information and compare and contrast different types of texts.	ELA.1.8, ELA.1.11, ELA.1.12, ELA.1.17
Writing	
Write opinion and informative pieces by introducing a topic, supplying facts and reasons, and providing a sense of closure.	ELA.1.20, ELA.1.21
Write narratives with appropriate sequences, including details, transitional words, and a sense of closure	ELA.1.22
Participate in shared research and writing.	ELA.1.24, ELA.1.25, ELA.1.26, ELA.1.27
Speaking/Listening	
Participate in collaborative conversations about first grade topics and texts and follow agreed-upon rules for discussions.	ELA.1.30, ELA.1.31, ELA.1.32
Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly.	ELA.1.33, ELA.1.35
Language	
Produce a variety of complete sentence types and structures.	ELA.1.36
Capitalize dates, names of people, and use appropriate ending punctuation.	ELA.1.37
Use context, affixes, and root words to determine the meaning of a word with multiple meanings.	ELA.1.39
Demonstrate an understanding of figurative language with guidance and support	ELA.1.40
Learn and use words and phrases acquired through independent reading, read alouds, and conversations.	ELA.1.41

Priority Standards: Essential Skills for Success for Second Grade Math

Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	M.2.1
Add and subtract within 20.	M.2.2
Work with equal groups of objects to gain foundations for multiplication.	M.2.3, M.2.4
Number and Operations in Base Ten	
Understand place value.	M.2.5, M.2.6, M.2.7, M.2.8
Use place value understanding and properties of operations to add and subtract.	M.2.9, M.2.10, M.2.11, M.2.12, M.2.13
Measurement and Data	
Measure and estimate lengths in standard units.	M.2.14, M.2.15, M.2.16, M.2.17
Relate addition and subtraction to length.	M.2.18, M.2.19
Work with time and money.	M.2.20, M.2.21
Represent and interpret data.	M.2.22, M.2.23
Geometry	
Reason with shapes and their attributes.	M.2.24, M.2.25, M.2.26

Priority Standards: Essential Skills for Success for Second Grade ELA

Literacy Foundations	
Read with sufficient accuracy and fluency to support comprehension.	ELA.2.I
Use phonics and word analysis skills to decode unfamiliar words.	ELA.2.II
Create readable documents with legible print or cursive.	ELA.2.III
Reading	
Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range.	ELA.2.10, ELA.2.13, ELA.2.18, ELA.2.19
Ask and answer questions about key details in literary and informational texts independently and in read alouds.	ELA.2.1, ELA.2.2, ELA.2.3, ELA.2.4, ELA.2.5, ELA.2.6, ELA.2.9, ELA.2.12, ELA.2.14, ELA.2.15
Use text features to locate information and compare and contrast different types of informational texts.	ELA.2.11, ELA.2.16, ELA.2.17
Describe the overall structure of a literary text and acknowledge differences in character viewpoints.	ELA.2.7, ELA.2.8, ELA.2.9
Writing	
Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words, and providing a sense of closure.	ELA.2.20, ELA.2.21
Write narratives with appropriate sequences, including details, transitional words, and a sense of closure.	ELA.2.22
Participate in shared research and writing.	ELA.2.24, ELA.2.25, ELA.2.26, ELA.2.27
Speaking/Listening	
Participate in collaborative conversations about second grade topics and texts and follow agreed-upon rules for discussions.	ELA.2.30, ELA.2.31
Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly.	ELA.2.32, ELA.2.33, ELA.2.35
Language	
Produce, expand, and rearrange a variety of sentence types and structures.	ELA.2.36
Capitalize holidays, product names, and geographic names, and use commas and apostrophes when writing.	ELA.2.37
Use context, affixes, and root words to determine the meaning of a word with multiple meanings.	ELA.2.39
Demonstrate an understanding of figurative language with guidance and support.	ELA.2.40

Priority Standards: Essential Skills for Success for Third Grade Math

Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	M.3.1, M.3.2, M.3.3, M.3.4
Understand properties of multiplication and the relationship between multiplication and division.	M.3.5, M.3.6
Multiply and divide within 100.	M.3.7
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	M.3.8, M.3.9
Number and Operations in Base Ten	
Use place value and properties of operations to perform multi-digit arithmetic.	M.3.10, M.3.11, M.3.12
Number and Operations- Fractions	
Develop an understanding as fractions as numbers.	M.3.13, M.3.14, M.3.15
Measurement and Data	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	M.3.16, M.3.17
Represent and interpret data.	M.3.18, M.3.19
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	M.3.20, M.3.21, M.3.22
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	M.3.23
Geometry	
Reason with shapes and their attributes.	M.3.24, M.3.25

Priority Standards: Essential Skills for Success for Third Grade ELA

Literacy Foundations	
Read with sufficient accuracy and fluency to support comprehension.	ELA.3.I
Use word analysis skills and phonics to decode unfamiliar words.	ELA.3.II
Write legibly in cursive or joined italics with correct margins and spacing.	ELA.3.III
Reading	
Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range.	ELA.3.2, ELA.3.4, ELA.3.5, ELA.3.18, ELA.3.19
Ask and answer questions about key details in literary and informational texts referring explicitly to the text as the basis for the answers.	ELA.3.1, ELA.3.2, ELA.3.3, ELA.3.4, ELA.3.5
Use text features to locate information and compare and contrast different types of informational texts.	ELA.3.4, ELA.3.5, ELA.3.8, ELA.3.11, ELA.3.17
Refer to specific parts of literary and informational texts, describe connections, and distinguish between different viewpoints.	ELA.3.2, ELA.3.5, ELA.3.6, ELA.3.9, ELA.3.12
Writing	
Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words and providing a concluding statement or section.	ELA.3.20, ELA.3.21
Write narratives with appropriate sequences, including details, dialogue, transitional words, and a sense of closure.	ELA.3.22
Conduct short research projects that build knowledge about a topic.	ELA.3.25, ELA.3.26
Speaking/Listening	
Participate in collaborative conversations about third grade topics and texts and follow agreed-upon rules for discussions.	ELA.3.30, ELA.3.31
Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly.	ELA.3.32, ELA.3.33, ELA.3.35
Language	
Produce a variety of sentence types and structures.	ELA.3.36
Capitalize appropriate words in titles and use commas, quotation marks and possessives.	ELA.3.37
Use context, affixes, and root words to determine the meaning of a word with multiple meanings.	ELA.3.37, ELA.3.38
Demonstrate an understanding of word relationships and nuances.	ELA.3.16, ELA.3.38, ELA.3.39, ELA.3.40, ELA.3.41

Priority Standards: Essential Skills for Success for Fourth Grade Math

Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	M.4.1, M.4.2, M.4.3
Gain familiarity with factors and multiples.	M.4.4
Generate and analyze patterns.	M.4.5
Number and Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers.	M.4.6, M.4.7, M.4.8
Use place value understanding and properties of operations to perform multi-digit arithmetic.	M.4.9, M.4.10, M.4.11
Number and Operations- Fractions	
Extend understanding of fraction equivalence and ordering.	M.4.12, M.4.13
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	M.4.14, M.4.15
Understand decimal notation for fractions, and compare decimal fractions.	M.4.16, M.4.17, M.4.18
Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	M.4.19, M.4.20, M.4.21
Represent and interpret data.	M.4.22
Geometric Measurement: understand concepts of angle and measure angles.	M.4.23, M.4.24, M.4.25
Geometry	
Draw and identify lines and angles and classify shapes by properties of their lines and angles.	M.4.26, M.4.27, M.4.28

Priority Standards: Essential Skills for Success for Fourth Grade ELA

Literacy Foundations	
Read with sufficient accuracy and fluency to support comprehension.	ELA.4.I, ELA. 4.6,
Know and apply grade level phonics and word analysis skills and decoding words	ELA.4.II
Write fluently and legibly in cursive or joined italics	ELA.4.III
Reading	
Read and comprehend a variety of complex texts including texts that fall in the 740-1010 Lexile range.	ELA.4.2, ELA.4.5, ELA.4.7, ELA.4.10, ELA.4.18, ELA.4.19
Refer to details and examples in literary and informational texts when explaining what the text says explicitly and when drawing inferences from the text.	ELA.4.1, ELA.4.3, ELA.4.4, ELA.4.8, ELA.4.11, ELA.4.16
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	ELA.4.17
Compare and contrast the structures and points of view of multiple literary and informational texts.	ELA.4.9, ELA.4.12, ELA.4.14
Writing	
Write opinion and informative pieces by clearly introducing a topic; developing the topic with reasons supported by facts, details, quotations, or other information related to the topic; linking ideas with words and phrases; and providing a concluding statement or section.	ELA.4.20, ELA. 4.21, ELA.4.29
Write narratives with clear event sequences by introducing the setting; using dialogue, sensory details, a variety of transitional words and phrases, and providing a conclusion that follows from the narrated experiences or events.	ELA.4.22, ELA.4.23, ELA.4.27, ELA.4.29
Speaking/Listening	
Engage effectively in collaborative discussions on fourth grade topics and texts, building others' ideas and expressing ideas clearly.	ELA.4.30, ELA.4.33
Identify the reasons and evidence a speaker provides to support particular points.	ELA.4.31, ELA.4.32
Language	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.	ELA.4.39, ELA.4.40
Use correct capitalization, commas and quotation marks.	ELA.4.37
Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.	ELA.4.36, ELA.4.41

Priority Standards: Essential Skills for Success for Fifth Grade Math

Operations and Algebraic Thinking	
Write and interpret numerical expressions.	M.5.1, M.5.2
Use correct capitalization, commas and quotation marks.	M.5.3
Number and Operations in Base Ten	
Understand the place value system.	M.5.4, M.5.5, M.5.6, M.5.7
Perform operations with multi-digit whole numbers with decimals to hundredths.	M.5.8, M.5.9, M.5.10
Number and Operations- Fractions	
Use equivalent fractions as a strategy to add and subtract fractions.	M.5.11, M.5.12
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	M.5.13, M.5.14, M.5.15, M.5.16, M.5.17
Measurement and Data	
Covert like measurement units within a given measurement system.	M.5.18
Represent and interpret data.	M.5.19
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	M.5.20, M.5.21, M.5.22
Geometry	
Graph points on the coordinate plane to solve real-world and mathematical problems.	M.5.23, M.5.24
Classify two-dimensional figures into categories based on their properties.	M.5.25, M.5.26

Priority Standards: Essential Skills for Success for Fifth Grade ELA

Literacy Foundations	
Read with sufficient accuracy, rate, and expression to support comprehension.	ELA.5.I
Use knowledge of all letter-sound correspondences, syllabication patterns, roots, affixes to accurately read unfamiliar multisyllabic words.	ELA. 5.II
Write fluidly and legibly in cursive or joined italics.	ELA.5.III
Reading	
Read and comprehend a variety of complex texts including texts that fall in the high end of the 740-1010 Lexile range.	ELA.5.2, ELA.5.5, ELA.5.6, ELA.5.10, ELA.5.18, ELA.5.19
Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	ELA.5.1, ELA.5.4
Compare and contrast the structures of multiple literary and informational texts.	ELA.5.3, ELA.5.8, ELA.5.11, ELA.5.13, ELA.5.14
Analyze differences in point of view and how point of view influences how events are described.	ELA.5.9, ELA.5.12, ELA.5.16
Writing	
Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing with guidance and support from peers and adults.	ELA.5.20, ELA.5.21, ELA.5.22, ELA.5.23, ELA.5.24, ELA.5.25, ELA.5.28, ELA.5.29
Gather relevant information from several sources and provide a list of sources.	ELA.5.27
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	ELA.5.26
Speaking/Listening	
Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing ideas clearly.	ELA.5.30
Summarize information presented in diverse formats, including the points a speaker makes and how each claim is supported by reasons and evidence.	ELA.5.31, ELA.5.32
Language	
When writing and speaking, use a variety of sentences for meaning, reader/listener interests, and style.	ELA.5.38
Demonstrate understanding of conjunctions, prepositions, interjections, and verb tenses.	ELA.5.36
Demonstrate understanding of multiple meaning words, academic and domain-specific words, and figurative language, including similes, metaphors, and idioms.	ELA.5.7, ELA.5.39, ELA.5.40, ELA.5.41

How am I Considering?

Using the graphic organizer below list the strategies you will consider implementing under each content indicator. Consider best practices you are currently utilizing as well as those you are planning to implement.

Counting and Cardinality ▶ _____ ▶ _____ ▶ _____	Literacy Foundations ▶ _____ ▶ _____ ▶ _____
Operations and Algebraic Thinking ▶ _____ ▶ _____ ▶ _____	Reading ▶ _____ ▶ _____ ▶ _____
Numbers and Operations in Base Ten ▶ _____ ▶ _____ ▶ _____	Writing ▶ _____ ▶ _____ ▶ _____
Measurement and Data ▶ _____ ▶ _____ ▶ _____	Speaking/Listening ▶ _____ ▶ _____ ▶ _____
Geometry ▶ _____ ▶ _____ ▶ _____	Language ▶ _____ ▶ _____ ▶ _____



W. Clayton Burch
West Virginia Superintendent of Schools