

ALASKA ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

OPEN WIDE AND TREK INSIDE		
Alaska Mathematics PSGLE: Grades 1 & 2		
Grade 1		
Lesson	PSGLE	Descriptor
2, 5	[1] N-1	Reading, writing, ordering/counting and modeling correspondence of whole numbers.
2, 5	[1] N-2	Comparing whole numbers using the words greater than, less than, or equal to.
2, 5	[1] N-6	Using objects, pictures, and problem situations to model addition and subtraction of whole numbers.
2, 3	[1] MEA-1	Measuring and/or comparing objects using standard and nonstandard units.
2, 5	[1] MEA-5	Comparing concepts such as: before/after, shorter/longer.
2, 5	[1] E&C-1	Estimating “how many” and “how much” in a given set up to 20.
2, 5	[1] E&C-3	Recalling addition and subtraction facts 0 – 10.
2, 5	[1] F& R-5	Using the terms equal to, more than, and less than for numbers up to 20.
2	[1] G-1	Identifying the attributes of 2-dimensional shapes.
2	[1] G-3	Relating real-world examples (e.g., a door is shaped like a rectangle) to the ideas and concepts of geometry.
1, 2	[1] G-4	Comparing shapes in the real world.
1, 2	[1] G-5	Modeling directional and positional concepts: before, after, between, next to, around above, below, in the middle of...
1, 2	[1] G-6	Drawing, copying, or describing a variety of shapes.
2	[1] S&P-1	Constructing and using real graphs, pictographs, and bar graphs.
1, 2, 3	[1] S&P-2	Collecting and recording data.
1, 2, 3	[1] S&P-3	Interpreting data with support.
1, 2	[1] S&P-4	Describing information from simple charts/graphs.
2, 3	[1] S&P-5	Predicting, interpreting, and comparing data using events or repeated observations.
1, 2, 3, 5	[1] P-6	Using real world context (i.e., self, friends, and family).
Grade 2		
2, 5	[2] N-1	Reading, writing, ordering/counting and modeling correspondence of whole numbers.
2, 5	[2] N-5	Describing or illustrating the processes of addition and subtraction of whole numbers and their relationships.
3	[2] MEA-1	Measuring to the nearest inch or foot.
2, 3	[2] MEA-2	Comparing and ordering objects by length, weight, area, time, and/or temperature.
3	[2] MEA-5	Selecting and using appropriate tools of measurement.

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2, 5	[2] E&C-3	Identifying whether estimation or counting is appropriate.
2, 5	[2] E&C-4	Recalling addition and subtraction facts to 20.
2, 5	[2] F&R-4	Using the terms equal to, greater than, and less than for numbers up to 100.
1, 2	[2] G-9	Describing relative locations of objects using directional terms (inside, outside, left, right).
1, 2	[2] G-11	Drawing, copying, or describing a variety of shapes.
2	[2] S&P-1	Constructing a variety of graphs from realistic situations.
1, 2, 3	[2] S&P-2	Collecting, recording, interpreting, and representing data in a variety of ways.
2	[2] S&P-3	Describing data from a variety of graphs (e.g., newspapers, magazines, texts, computers, and other sources).
1, 2, 3, 5	[2] S&P-4	Predicting, interpreting, and comparing data using events or repeated observations.
2, 5	[2] PS-5	Using manipulatives, models, pictures, and language to represent and communicate mathematical ideas.
1, 2, 3, 5	[2] PS-8	Using real world context (e.g., self, friends, and family).

Alaska Reading PSGLE: Grades 1 & 2

Grade 1

Lesson	PSGLE	Descriptor
All lessons	[1] 1.1.2	Reading regularly spelled one syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), digraphs, long and short vowel patterns.
All lessons	[1] 1.1.3	Reading high frequency words.
All lessons	[1] 1.1.5	Identifying the meaning of new vocabulary; using new vocabulary in context.
1, 4, 6	[1] 1.2.1	Answering who, what, where, and when questions after listening to or reading a story.
1, 4, 6	[1] 1.2.2	Generating questions to clarify meaning of the text.
1, 4, 6	[1] 1.2.4	Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting).
1, 4, 6	[1] 1.4.2	Restating information after listening to text.
1, 4, 6	[1] 1.5.1	Identifying main idea of a text.
1, 2, 3, 4, 6	[1] 1.6.1	Following two-step oral directions to complete a task.
1, 2, 3, 4, 6	[1] 1.6.2	Following symbol, icon, or written directions to complete a task.
1, 4, 6	[1] 1.9.1	Expressing own opinion about material read/heard.
1, 4, 6	[1] 1.10.1	Making relevant connections between text and personal experiences and other texts.

Grade 2

All lessons	[2] 1.1.1	Reading regularly spelled two syllable words using decoding skills, including knowledge of letter-sound relationships (phonics), diphthongs, digraphs, base or root words, and common prefixes and suffixes.
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All lessons	[2] 1.1.4	Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence.
1, 4, 6	[2] 1.2.1	Answering questions about information explicitly stated in text.
1, 4, 6	[2] 1.2.3	Making simple inferences.
1, 4, 6	[2] 1.2.4	Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect).
1, 4, 6	[2] 1.5.1	Identifying and discussing main ideas and supporting details.
1, 2, 3, 4, 6	[2] 1.6.1	Following multi-step directions to complete a task.
1, 2, 3, 4, 6	[2] 1.6.2	Following one- to two-step written directions to complete a task.
1, 4, 6	[2] 1.9.1	Expressing own opinion about material read.
1, 4, 6	[2] 1.10.1	Making relevant connections between text and personal experiences, experiences of others, and other texts.
Alaska Writing PSGLE: Grades 1 & 2		
Grade 1		
Lesson	PSGLE	Descriptor
All lessons	[1] 1.1.1	Writing a complete sentence with a subject and a predicate.
All lessons	[1] 1.1.2	Writing about a single topic using drawings and a minimum of three complete sentences.
All lessons	[1] 1.1.3	Identifying and writing the beginning, middle, and end in a piece of writing.
All lessons	[1] 1.2.1	Writing thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists).
All lessons	[1] 1.2.2	Writing a variety of responses to text (e.g., response logs, journals).
All lessons	[1] 1.3.2	Writing a variety of simple sentences using capitalization, and end punctuation (i.e., statement, question, exclamation).
All lessons	[1] 1.3.5	Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support.
All lessons	[1] 1.3.6	Producing legible handwriting with correct spacing, letter formation, and pencil grip.
All lessons	[1] 1.4.1	Working with peers or teacher to rearrange and/or add supporting details to improve clarity.
Grade 2		
All lessons	[2] 1.1.1	Writing complete sentences with a subject and a predicate.
All lessons	[2] 1.1.2	Writing and organizing thoughts into a topic sentence and two supporting sentences.
All lessons	[2] 1.1.3	Writing a story or a composition with a beginning, middle, and end.
All lessons	[2] 1.2.1	Producing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries).
All lessons	[2] 1.3.1	Writing a variety of complete, simple sentences (i.e., statement, question, exclamation).
All lessons	[2] 1.3.2	Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words).

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All lessons	[2] 1.3.3	Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks).
All lessons	[2] 1.3.4	Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns).
All lessons	[2] 1.3.5	Rewriting handwritten work to improve legibility, if necessary, when producing final drafts.
All lessons	[2] 1.4.2	Giving/receiving appropriate feedback about written work.
National Health Education Standards – Grades Pre-K – 2: cited from National Health Education Standards, Pre K-12, American Cancer Society, 2nd Edition, 2007		
Lesson	Standard	Performance Indicator
3, 4, 5, 6	1.2.1	Identify that healthy behaviors impact personal health.
3, 5, 6	1.2.5	Describe why it is important to seek health care.
3, 5	2.2.1	Identify how the family influences personal health practices and behaviors.
3, 5	3.2.1	Identify trusted adults and professionals who can help promote health.
3, 4, 5, 6	4.2.2	Demonstrate listening skills to enhance health.
3, 5	6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.
3, 4, 5	7.2.1	Demonstrate healthy practices and behaviors to maintain or improve personal health.
3, 4, 5	7.2.2	Demonstrate behaviors to avoid or reduce health risks.
3, 4, 5, 6	8.2.2	Encourage peers to make positive health choices.
3, 5, 6	8.8.4	Identify ways that health messages and communication techniques can be altered for different audiences.