



ATO Academy Pacing Guide Standards/Goals

ATO Academy will make every attempt to properly place students at the beginning of the year. Sometimes an adjustment mid-year may be necessary if it is in the best interest of the student. Some students may be working “above” or “below” their prescribed grade level.

A student who does not meet these standards may need to repeat a curriculum. We strive for mastery while continually reinforcing and reviewing past content. If a student is habitually absent, tardy, or leaves early, it may impact their ability to master the content. In addition, students with disabilities may take longer than one year to master content.

At ATO Academy, our end-of-year pacing standards are typical goals set to encourage student progress based on their individualized learning abilities. We understand that each student learns at their own pace—some may surpass these goals, while others may not achieve them all just yet. Our focus is on fostering a growth mindset, emphasizing effort and continuous improvement. We strive to work towards these goals with 100% effort, ensuring every student feels supported and motivated on their unique educational journey.

Based on Arizona standards and grade guidelines, here is a summary of the primary objectives for K-12 progression in ELA, math, and SEL/Student Development. This is a guideline of what students will be working to achieve for their grade level each academic year. This list does not cover every single standard, lesson, or required learning. It is the minimum of what is required to advance to the next grade level.

Grade Level	Math	Language Arts	Social, Emotional, Attention, Work Habits
Kindergarten	<p>Count to at least 10 (preferably higher).</p> <p>Write the numbers from 1 to 10. (It's fine if they're crooked or sometimes reversed.)</p> <p>Identify basic shapes, such as circle, triangle, and square.</p> <p>Solve simple addition or subtraction word problems by acting them out with concrete objects.</p>	<p>Can read CVC word lists, such as bed, fed, red, Ted.</p> <p>Can blend phonetic sounds into words when reading orally, as with "sand" or "plot."</p> <p>Enjoys books, especially when read aloud to him.</p> <p>Can retell a simple story in proper sequence.</p> <p>Can answer simple detail questions about a story from memory, such as the name of a main character.</p> <p>Can write letters Aa-Zz in manuscript with a good pencil grip.</p> <p>Can spell familiar CVC words (cat, bed, pig, Mom, hut) correctly from dictation.</p> <p>Enjoys writing letters and words.</p> <p>Is beginning to combine words in his writing to attempt sentences.</p> <p>Uses direction words (over, under, behind, before, after) correctly.</p>	<p>Can sustain attention on a single task for 20-30 minutes with teacher assistance.</p> <p>Can work on multiple subjects in a given day with breaks as needed.</p> <p>Enjoys successful completion of work (i.e., takes pride in his work)</p>

Can make comparisons (Which boy is taller? Which is older?).

Can offer cause and effect explanations for occurrences.

Can follow 3- to 4-step directions. Speaks with 5- to 7-word sentences.

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First Grade

Count to 100 by 1s, 2s, 5s, and 10s.

Read, write, and compare **2-digit numbers**.

Understand the meaning of the **tens-place and ones-place** in 2-digit numbers.

Write simple **addition and subtraction equations**, and solve simple **word problems** with single-digit numbers.

Know most of the **addition facts** up to $9 + 9$.

Know most of the **subtraction facts** that involve subtracting from numbers up to 10 (for example, $7 - 4$ or $10 - 6$).

Know the names and values of coins and **identify combinations of a few coins**.

Can blend and spell phonetic sounds into words when reading orally, as with sand or plot.

Can read and spell CVC-silent e words, such as cake, snake, and lake.

Can read and spell short, common sight words, such as the, said, and where.

Can read phonetic readers with increasing fluency.

Can retell a simple story in proper sequence with a beginning, middle, and end.

Can answer simple detail questions about a story from memory, such as the name of a main character.

			<p>Identify and manage emotions.</p> <p>Develop positive relationships with peers and adults.</p> <p>Learn and practice basic problem-solving and decision-making skills.</p> <p>Build self-awareness and self-confidence.</p>
Second Grade	<p>Count by 1s, 2s, 5s, and 10s to 1,000.</p> <p>Read, write, and compare 3-digit numbers.</p> <p>Understand place-value in 3-digit numbers.</p> <p>Know the addition and subtraction facts mostly by heart. (He should be able to recall the answers to most within 3 seconds or so. This varies depending on the child's overall processing speed, so it is not a hard and fast guideline.)</p> <p>Know how to use place-value strategies to solve mental math problems like $55 + 37$, $36 + 8$, 90</p>	<p>Can read beginning chapter books with increasing fluency.</p> <p>Can retell a story in proper sequence with a beginning, middle, and end and embellish with a few details.</p> <p>Can answer questions about a story, such as the names of the characters, the book's setting, and a conflict in the story.</p> <p>Can write the letters Aa-Zz in cursive and blend these letters into legible words with a good pencil grip.</p> <p>Can copy a sentence with correct punctuation, spelling, spacing, and capitalization.</p> <p>Can use his own words to write simple sentences.</p>	<p>Can explain why someone with greater need might require greater assistance.</p> <p>Can sustain attention on a single task for 5-10 minutes independently.</p> <p>Can sustain attention on a single teacher-directed lesson for 25-30 minutes.</p> <p>Can work on multiple subjects in a given day with breaks as needed.</p> <p>Can begin to explain situations from other people's point of view.</p> <p>Takes turns in games and conversations.</p>

	<p>– 42, or 74 – 6</p> <p>Know how to add and subtract two- and three-digit numbers with the standard written process. (You might know this method as “stack math” or “borrowing and carrying.”)</p>		<p>Enjoys successful completion of work (i.e., takes pride in his work).</p>
Third Grade	<p>Add and subtract any number.</p> <p>Round numbers to the nearest 10, 100, or 1,000</p> <p>Know the multiplication facts mostly by heart.</p> <p>Add and subtract fractions with like denominators.</p> <p>Identify equivalent fractions.</p> <p>Compare fractions.</p> <p>Read and write mixed numbers.</p> <p>Add and subtract money, convert money, and make change.</p>	<p>Can correctly place the apostrophe in common contractions (don't, wouldn't).</p> <p>Can spell irregular plurals (women, children).</p> <p>Can spell "dinner," "happy," "pearl," "over," "missed," "kettle," and "carried."</p> <p>Can identify and capitalize proper nouns. (Mr. White called the office.)</p> <p>Can write in cursive. Can use a comma in a series ("milk, bread, and eggs").</p> <p>Can identify the subject noun in a sentence (The brown dog raced toward the car. – dog).</p>	<p>Can identify someone with a need and seeks to help.</p> <p>Can sustain attention on a single task for 15-20 minutes independently.</p> <p>Can sustain attention on a single teacher-directed lesson for 40-50 minutes.</p> <p>Can work attentively on multiple subjects in a day.</p> <p>Can explain situations from another person's point of view. Seems to enjoy taking turns in games or conversations.</p>

	<p>Find the area and perimeter of rectangles.</p> <p>Divide 2 digit by 1 digit numbers, with and without remainders.</p>	<p>Can identify the verb in a sentence (The boy climbed quickly up the tree. – climbed).</p> <p>Can tell the purpose of these end marks: exclamation point, period, question mark.</p> <p>Uses some adjectives and adverbs in his own sentences.</p> <p>Can think about language, such as identifying roots of words or parts of speech in a sentence.</p> <p>Can use maps, charts, timelines, and illustrations to locate and describe places and events.</p> <p>Can listen to a variety of reading material (stories, science, history, biblical events) and glean information about time, place, people, and impact.</p> <p>Uses words in his own oral or written language that reflect the advancing content of his studies.</p> <p>Participates in discussions about literature, science, and history.</p> <p>Can read chapter books with increasing fluency.</p>	<p>Expresses satisfaction when he completes a task.</p> <p>Organizes his learning materials and belongings with assistance.</p> <p>Seems to be internalizing the daily routine.</p> <p>Expresses disappointment or frustration in increasingly self-controlled ways.</p> <p>Performs simple hygiene tasks (teeth brushing, hand washing) independently and regularly without reminders.</p>
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		<p>Can retell a story in proper sequence with a beginning, middle, and end.</p> <p>Can answer questions about a story from memory, such as the name of a minor character, the book's title, why the main character might have acted the way he/she did.</p> <p>Is beginning to feel comfortable pondering "how" and "why" questions when hearing or reading stories.</p>	
<p>Fourth Grade</p>	<p>Multiply and divide multi-digit numbers.</p> <p>*Fourth grade covers much more than this, but multiplying and dividing is the core of the fourth grade curriculum and must be mastered before moving on.</p>	<p>Can read words such as "villain," "sensational," or "willow."</p> <p>Can read chapter books (My Side of the Mountain, Homer Price) with increasing fluency.</p> <p>Can retell a story with characters, setting, and plot in proper sequence with a beginning, middle, and end.</p> <p>Can answer questions about a story, such as the names of the characters, the book's setting, plot, a conflict in the story, and the conflict's resolution.</p> <p>Can identify fragments and run-on sentences.</p>	<p>Can express gratitude to others in speech or writing.</p> <p>Can identify someone with a need, tell why he might have the need, and offer to help.</p> <p>Can sustain attention on a single task for 25-30 minutes independently.</p> <p>Can explain situations from another person's point of view and express compassion for the person.</p> <p>Takes turns in games and conversations. Asks about the welfare of others.</p>

		<p>Can identify the noun, verb, adjective, adverb, preposition, and direct object in a sentence.</p> <p>Can identify the noun phrase and verb (predicate) phrase in a sentence.</p> <p>Can identify the correct use of comparative (better) and superlative (best) adjectives.</p> <p>Can help compose an answer to a question in a literature guide and then copy accurately the answer from the board.</p> <p>Can compose descriptive sentences with correct punctuation and capitalization.</p> <p>Can write paragraphs and reports.</p> <p>Can spell "hoped," "flew," "moving," "can't," "flower," "living," "dollar," and "bite."</p> <p>Sometimes writes (notes, stories, captions, poems, or reports) for pleasure.</p> <p>Consistently holds his pencil correctly.</p> <p>Consistently slants his paper correctly when writing in cursive.</p> <p>Has begun completing some, if not all, of his written work in cursive.</p>	<p>Asks others about their interests.</p> <p>Can state 3 needed objectives for completing a long-term goal. (First I will need to do this, then this, then that before I meet my goal.)</p> <p>Can state his daily and weekly routine.</p> <p>Can name and practice ways to exhibit increasing self-control when feeling sad, irritated, disappointed, angry, or frustrated without harming others, destroying property, or disrupting the school day.</p>
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Fifth Grade	<p>Multiply any number.</p> <p>Divide by a 2-digit divisor.</p> <p>Add and subtract fractions and mixed numbers with different denominators.</p> <p>Convert decimals to percentages and vice versa.</p> <p>Find the area and perimeter of triangles.</p> <p>Recognize place value up to trillions.</p>	<p>Can read words such as shortbread, anxiously, pigeons, embittered, immediately, and apprenticed.</p> <p>Can read books such as The Lion, the Witch and the Wardrobe and Heidi with increasing fluency.</p> <p>Can retell a story in proper sequence while highlighting key characters and events.</p> <p>Can answer some "why" or "how" questions requiring insight or analysis.</p> <p>Begins to observe themes in a poem, novel, or other literary work.</p> <p>Begins to read well-written fiction or non-fiction books for enjoyment.</p>	<p>Sets and accomplishes goals for himself.</p> <p>Asks respectful, thought-provoking questions in conversation with others.</p> <p>Asks about the well-being of others without prompting.</p> <p>Waits his turn in line, in conversation, and in games or sports.</p>

		<p>Can define or give examples for terms such as fragment, run-on, and compound sentences.</p> <p>Can identify and use correctly pronouns, nouns, verbs, adjectives, and adverbs in a sentence.</p> <p>Can give examples of synonyms, antonyms, and homonyms.</p> <p>Can identify and use correctly direct objects and prepositions in a sentence.</p> <p>Can spell enough, crossed, geography, receiving, pitcher, headquarters, secretary, unexpected, salmon, earlier, question, mischief, and bicycle.</p> <p>Writes some, if not all, of his written work in cursive with proper pencil grip, posture, and paper tilt.</p> <p>Can state rules for capitalization, periods, and commas.</p> <p>Can write descriptive and narrative paragraphs. Is beginning to include metaphors, similes, personification, and other literary devices in his own writing.</p>	
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Sixth Grade	<p>Classify triangles and angles.</p> <p>Identify face, edge, and vertex.</p> <p>Find the circumference and area of circles.</p> <p>Find volume.</p> <p>Convert fractions to decimals.</p> <p>Multiply and divide decimals.</p> <p>Multiply and divide fractions and mixed numbers.</p> <p>Simplify expressions.</p>	<p>Can apply rules for capitalization and punctuation.</p> <p>Can write multi-paragraph essays or reports.</p> <p>Can write a descriptive paragraph using strong verbs, adverbs, and adjectives.</p>	<p>Follows all school rules.</p> <p>Shows respect to authority.</p> <p>Tries their best in all their school subjects.</p> <p>Studies regularly.</p>

	<p>Add and subtract negative numbers.</p> <p>Multiply exponents.</p> <p>Find prime factors.</p> <p>Solve equations with a missing variable.</p>		
<p>7th/8th Grade</p>	<p>Fluency with basic math operations (addition, subtraction, multiplication, and division)</p> <p>A solid understanding of fractions, percents, and decimals--and how they're all related</p> <p>Ratio and proportion</p> <p>Probability</p> <p>Geometry formulas and vocabulary: perimeter, area, circumference, etc.</p> <p>Integers, the number line, and integer operations</p>	<p>Students should have mastered basic English grammar by the end of middle school.</p> <p>The focus in 7th and 8th grade is in writing compositions.</p> <p>7th and 8th grade students write their own short story. They should apply the grammar rules they have mastered.</p>	<p>Enhance self-awareness and self-management skills.</p> <p>Build and maintain healthy relationships.</p> <p>Develop responsible decision-making and goal-setting abilities.</p> <p>Strengthen resilience and coping strategies.</p>

<p>High School</p>	<p>Master advanced algebraic concepts, including functions and polynomials.</p> <p>Understand and apply concepts of geometry, including proofs and theorems.</p> <p>Develop proficiency in statistics and probability.</p> <p>Explore higher-level mathematics, including calculus and trigonometry.</p> <p>Students should master their course with at least a 70%.</p>	<p>Read and analyze complex texts, including classic and contemporary literature.</p> <p>Develop proficiency in writing arguments, informative/explanatory texts, and narratives.</p> <p>Conduct sustained research projects, synthesizing multiple sources.</p> <p>Demonstrate advanced speaking and listening skills in various contexts.</p> <p>Students should master their course with at least a 70%.</p>	<p>Apply advanced self-management and self-awareness techniques.</p> <p>Navigate complex social and academic relationships.</p> <p>Develop leadership skills and community involvement.</p> <p>Prepare for post-secondary success through goal-setting and planning.</p>

