Somerton School District Standards

Identifier	Name	Description
K	**Kindergarten**	
ART.K.1	Art	
COMP.K.1	Computers	
ELA.K	English Language Arts	
ELA.K.2	DIBELS	
ELA.K.3	Reading Foundational	
ELA.K.R.RF.01a	Points to and follows words in a book correctly	(K.RF.01a) ELA:Follow words from left to right, top to bottom, and page by page.ELP:Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-1:demonstrating the command of left to right, top to bottom directionality, and return sweep when reading books.
ELA.K.R.RF.01b	Demonstrates 1:1 correlation between spoken/printed word	(K.RF.01b) ELA: Recognize that spoken words are represented in written language by specific sequences of letters. ELP: Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English language. HI-2: demonstrating the one-to-one correlation between a spoken word and a printed word.
ELA.K.R.RF.01c	Understands that words are separated using space	(K.RF.01c) ELA:Understand that words are separated by spaces in print. ELP: No Correlation
ELA.K.R.RF.01d	Recognizes and names all the letters in the alphabet	(K.RF.01d) ELA:Recognize and name all upper- and lowercase letters of the alphabet. ELP:Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-5: naming all upper and lower case letters of the alphabet with different fonts out of sequence.
ELA.K.R.RF.02a	Says and makes words that rhyme	(K.RF.02a) ELA: Recognize and produce rhyming words. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
ELA.K.R.RF.02b.1	Counts, says, blends, & takes apart syllables in spoken word	(K.RF.02b.1) ELA:Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. ELP:Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-1: segmenting one-syllable words into its phonemes. (Phonemic Awareness) HI-3: blending two or three spoken syllables to produce words. (Decoding) HI-10: decoding common CVC words.
ELA.K.R.RF.02c	Says the beginning and ending sounds of a word	(K.RF.02c) ELA: Blend and segment onsets and rimes of single-syllable spoken words.ELP:Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-1: segmenting one-syllable words into its phonemes.
ELA.K.R.RF.02d	Makes new words by substituting or adding a letter/sound	(K.RF.02d) ELA: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) HI-4: orally forming words by substituting simple onsets (/c/) with given rimes (/at/). (Decoding) HI-9: decoding a new word when a specific letter is changed, added, or removed.
ELA.K.R.RF.03a	Says the sound the letter makes	(K.RF.03a) ELA: Demonstrate knowledge of 1-to-1 letter-sound correspondences.
ELA.K.R.RF.03b	Reads words with long and short vowel sounds	(K.RF.03b) ELA: Associate the long & short sounds for the 5 major vowels.
ELA.K.R.RF.03c	Reads sight words with fluency	(K.RF.03c) ELA: Read common high-frequency words by identifying the sounds of the letters that differ..
ELA.K.R.RF.03d	Identifies different sounds/letters in simarly spelled words	(K.RF.03d) ELA: Distinguish between similarly spelled words.
ELA.K.R.RF.04	Reads with purpose and understanding	(K.RF.04) ELA: Read emergent-reader texts.
ELA.K.4	Reading Informational (With prompting and support)	
ELA.K.R.RI.01	Asks/answers questions about important details in a text	(K.RI.01) ELA: With prompting and support, ask and answer questions about key details in a text. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud.
ELA.K.R.RI.02	Identifies main idea and retells key details of a text	(K.RI.02) ELA: With prompting and support, identify the main topic and retell key details of a text. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. HI-9: describing the key events of a story.

ELA.K.R.RI.03	Tells connection between people/events/ideas/info in a text	(K.RI.03) ELA: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. ELP: No Correlation
ELA.K.R.RI.04	Asks/answers questions about unknown words in a text	(K.RI.04) ELA: With prompting and support, ask and answer questions about unknown words in a text. ELP: No Correlation
ELA.K.R.RI.05	Identifies front cover, back cover, and title page of a book	(K.RI.05) ELA: Identify the front cover, back cover, and title page of a book. ELP: No Correlation
ELA.K.R.RI.06	Names author/illustrator and tells their role in creating a book	(K.RI.06) ELA: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. ELP: No Correlation
ELA.K.R.RI.07	Describes how a picture shows information	(K.RI.07) ELA: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). ELP: No Correlation
ELA.K.R.RI.08	Identifies reasons an author gives to support points in a text	(K.RI.08) ELA: With prompting and support, identify the reasons an author gives to support points in a text. ELP: No Correlation
ELA.K.R.RI.09	Identifies similarities/differences of two texts on same topic	(K.RI.09) ELA: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ELP: No Correlation
ELA.K.R.RI.10	Engages in group reading activities w/purpose and understanding	(K.RI.10) ELA: Actively engage in group reading activities with purpose and understanding. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: identifying facts from text read aloud. HI-11: following multi-step written directions for classroom routines and academic activities that are accompanied by pictures. HI-12: creating signs, labels, symbols, and captions within the environment.
ELA.K.5	Reading Literature (With prompting and support)	
ELA.K.R.RL.01	Asks and answers questions about key details in a text	(K.RL.01) ELA: With prompting and support, ask and answer questions about key details in a text. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-9: describing the key events of a story.
ELA.K.R.RL.02	Retells familiar stories, including key details	(K.RL.02) ELA: With prompting and support, retell familiar stories, including key details. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last) (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-6: retelling a story with a beginning, middle and end, using transition words (e.g., first, next, last), in complete sentences.
ELA.K.R.RL.03	Identifies characters, settings, and major events in a story	(K.RL.03) ELA: With prompting and support, identify characters, settings, and major events in a story. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story. (Fiction) HI-9: describing the key events of a story.
ELA.K.R.RL.04	Asks and answers questions about unknown words in a text	(K.RL.04) ELA: Ask and answer questions about unknown words in a text. ELP: No Correlation
ELA.K.R.RL.05	Recognize common types of texts and genres	(K.RL.05) ELA: Recognize common types of texts (e.g., storybooks, poems). ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-1: determining whether a literary selection, heard or read, is real or fantasy. (K.RL.5) (Non-Fiction) HI-10: locating information from a completed graphic organize (K.RL.5)
ELA.K.R.RL.06	Names the author and illustrator and tell their role	(K.RL.06) ELA: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. ELP: No Correlation
ELA.K.R.RL.07	Describes how a picture shows the story	(K.RL.07) ELA: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text.
ELA.K.R.RL.09	Compares/contrasts experiences of characters in familiar stories	(K.RL.09) ELA: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. ELP: No Correlation
ELA.K.R.RL.10	Engages in group reading activities w/purpose and understanding	(K.RL.10) ELA: Actively engage in group reading activities with purpose and understanding. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: making and confirming predictions based on the title, cover illustrations and text. (Non-Fiction/Fiction) HI-3: using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text. (Non-Fiction/Fiction) HI-5: identifying facts from text read aloud. (Fiction) HI-7: describing the main characters of a story. (Fiction) HI-8: describing the setting of a story.

ELA.K.W	Writing	
ELA.K.6	Productivity	Productivity
ELA.K.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.K.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.K.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
MA.K	Mathematics	Mathematics
MA.K.BT.C1.PO1	Says, finds, finishes, makes, and draws AB patterns	(K.M.BT.C1.PO1) I can… (say, find, finish, make and draw) AB patterns.
MA.K.BT.C1.PO5	Finds and names penny, nickel, dime, quarter and dollar bill	(K.M.BT.C1.PO5) I can find and name penny, nickel, dime, quarter and dollar bill.
MA.K.BT.C4.PO1	Tells time to the hour	(K.M.BT.C4.PO1) I can tell time to the hour.
MA.K.BT.C4.PO3	Says days of the week/months of the year in order	(K.M.BT.C4.PO3) I can say the 7 days of the week in order. I can say the 12 months of the year in order. I can say the days of the week for yesterday, today and tomorrow.
MA.K.1	Counting and Cardinality	Counting and Cardinality
MA.K.CC.A.01	Counts to 100 by ones, fives, and tens	(K.M.CC.A.01) I can count to 100 by ones, fives, and tens.
MA.K.CC.A.02	Counts forward to 100 beginning from any number	(K.M.CC.A.02) I can count forward to 100 from any number (count forward to 0 to 10)
MA.K.CC.A.03	Identifies numbers 0-20 & matches number to correct # of objects	(K.M.CC.A.03) I can identify my numbers 0-20 and match the number to the correct amount of objects. (identify # to 10)
MA.K.CC.B.04	Counts objects by giving them a number name	(K.M.CC.B.04) I can count objects by giving them a number name.
MA.K.CC.B.05	Counts to answer how many? w/ up to 20 things arranged in groups	(K.M.CC.B.05) Count to answer how many? questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
MA.K.CC.C.06	Counts/compares up to 20 objects in different groups	(K.M.CC.C.06) I can count objects in different groups and tell which group has more, less, or the same amount
MA.K.CC.C.07	Compare two numbers between 1 and 10 presented as written numerals	(K.M.CC.C.07) Compare two numbers between 1 and 10 presented as written numerals.
MA.K.2	Geometry	Geometry
MA.K.G.A.01	Describes shapes regardless of position/orientation in environment	(K.M.G.A.01) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.02	Correctly names shapes regardless of orientations or overall sizes	(K.M.G.A.02) Correctly name shapes regardless of their orientations or overall sizes.
MA.K.G.A.03	Names/finds two- and three-dimensional shapes in any position/size	(K.M.G.A.03) I can name and find two-dimensional and three-dimensional shapes in any position or size.
MA.K.G.B.04	Compares two- and three-dimensional shapes in any position or size	(K.M.G.B.04) I can name, find, and compare two-dimensional and three-dimensional shapes in any position or size.
MA.K.G.B.05	Models 2-d and 3-d shapes by making connections to real world	(K.M.G.B.05) I can model two-dimensional and three-dimensional shapes by making connections to the real world.
MA.K.G.B.06	Creates new shape using smaller shapes and names the shapes used	(K.M.G.B.06) I can create a new shape using smaller shapes and name the shapes I used.
MA.K.3	Measurement and Data	Measurement and Data
MA.K.MD.A.01	Describe and compares objects in different ways	(K.M.MD.A.01) I can describe and compare objects in different ways.
MA.K.MD.A.02	Compares 2 objects w/ more/less of attribute and describes diff	(K.M.MD.A.02)Directly compare two objects with a measurable attribute in common, to see which object has more of/ less of the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
MA.K.MD.B.03	Sorts ojects into groups then compares amounts in each group	(K.M.MD.B.03) I can sort objects into different groups and then compare the amounts in each group.
MA.K.4	Numbers and Operations in Base Ten	Numbers and Operations in Base Ten
MA.K.NBT.A.01	Models numbers 11-19 using objects/drawings and equations	(K.M.NBT.A.01) I can name and model numbers 11- 19 using objects and drawings and can make addition sentences to match the objects and drawings. (Vail 11-50)
MA.K.5	Operations and Algebraic Thinking	Operations and Algebraic Thinking
MA.K.OA.A.01	Adds/subtracts to five using symbols +, -, = in math sentence	(K.M.OA.A.01a) I can add and subtract to five in different ways. I can use the symbols +, -, and = in a math sentence. b. I can add and subtract to ten in different ways. I can use the symbols +, -, and = in a math sentence.
MA.K.OA.A.02	Solves addition/subtraction word problems to 10 in different ways	(K.M.OA.A.02) I can solve addition and subtraction word problems within 10 in different ways.

MA.K.OA.A.03	Creates a number sentence when given the sum	(K.M.OA.A.03) I can create a number sentence when given the sum.
MA.K.OA.A.04	Create a drawing or number sentence when given the sum of ten	(K.M.OA.A.04) I can create a drawing or number sentence when given the sum of ten
MA.K.OA.A.05	Adds and subtracts to five quickly and correctly	(K.M.OA.A.05) I can add and subtract to 5 fast and correctly.
MA.K.6	Productivity	
MA.K.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.K.SSD.02	Work Habits	Student completes assignments and work on time
MA.K.SSD.03	Participation	Student is actively engaged and contributing to the class.
MUS.K.1	Music	
PE.K.1	Physical Education	
SCI.K	Science	
1	**Grade 1**	
ART.1.1	Art	Art
COMP.1.1	Computer Applications	Computer Applications
ELA.1	English Language Arts	English Language Arts
ELA.1.4	DIBELS	DIBELS
ELA.1.BT.C1.PO1	Put words in ABC order using the first letter of each word	(1.BT.C1.PO1) ELA: I can put words in ABC order using the first letter of each word. ELP: No correlation
ELA.1.5	Reading Foundational	Reading Foundational
ELA.1.R.RF.01a	Demonstrate understanding of print concepts of English language	(1.RF.01.a) ELA: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ELP: Reading Strand Standard 1: The student will demonstrate understanding of print concepts of the English Language. HI-3: identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
ELA.1.R.RF.02a	Identify/manipulate sounds of English language and decode words	(1.RF.02.a) ELA: Distinguish long from short vowel sounds in spoken single-syllable words. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words.
ELA.1.R.RF.02b	Produce 1-syllable words by blending sounds, inc consonant blends	(1.RF.02.b) ELA: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-5: blending spoken phonemes with more than three sounds into one-syllable words.
ELA.1.R.RF.02c	Distinguish between I, M, and F spoken sounds to produce words	(1.RF.02.c) ELA: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-1: distinguishing between initial, medial, and final spoken sounds to produce words.
ELA.1.R.RF.02d	Segment spoken 1-syllable words into sequence of individual sounds	(1.RF.02.d) ELA: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-4: segmenting one-syllable words with more than three sounds into phonemes.
ELA.1.R.RF.03a	Read one-syllable words using letter-sound correspondences	(1.RF.03.a) ELA: Know the spelling-sound correspondences for common consonant digraphs. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
ELA.1.R.RF.03b	Decode regularly spelled one-syllable words	(1.RF.03.b) ELA: Decode regularly spelled one-syllable words. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) B-9: reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.

ELA.1.R.RF.03c	Know final -e and vowel teams for representing long vowel sounds	(1.RF.03.c) ELA: Know final -e and common vowel team conventions for representing long vowel sounds. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
ELA.1.R.RF.03de	Decode two-syllable words by breaking the words into syllables	(1.RF.03.d-e) ELA: Decode two-syllable words following basic patterns by breaking the words into syllables. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels.
1ELA.1.R.RF.03f	Identify/read base words modified by inflectional endings	(1.RF.03.f) ELA: Read words with inflectional endings. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) LI-12: identifying base words that have been modified by inflectional endings.
ELA.1.R.RF.03g	Read high frequency and grade-level irregular sight words fluently	(1.RF.03.g) ELA: Recognize and read grade-appropriate irregularly spelled words. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-13: reading high frequency words and irregular sight words fluently.
ELA.1.R.RF.04a	Read on-level text w/purpose, understanding, fluency, and accuracy	(1.RF.04.a) ELA: Read on-level text with purpose and understanding. ELP: Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
ELA.1.R.RF.04b	Read gl text orally with accuracy, appropriate rate, & expression	(1.RF.04.b) ELA: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ELP: Reading Strand Standard 3: The student will read with fluency and accuracy. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity. HI-2: using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
ELA.1.R.RF.04c	Use context to confirm/correct word recognition and understanding	(1.RF.04.c) ELA: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text.
ELA.1.20	Reading Literature	Reading Literature
ELA.1.R.RI.01	Ask and answer questions about key details in a text	(1.RI.01) ELA: Ask and answer questions about key details in a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
ELA.1.R.RI.02	Identify the topic/main idea and retell key details of a text	(1.RI.02) ELA: Identify the main topic and retell key details of a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-7: identifying the topic/main idea and key details from text heard or read, using sentence frames.
ELA.1.R.RI.03	Describe connection between people/events/ideas/info in a text	(1.RI.03) ELA: Describe the connection between two individuals, events, ideas, or pieces of information in a text. ELP: No correlation
ELA.1.R.RI.04	Ask/answer questions to clarify meaning of words/phrases in a text	(1.RI.04) ELA: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. B-20: identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELA.1.R.RI.05	Know/use text features to locate key facts or information in text	(1.RI.05) ELA: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
ELA.1.R.RI.06	Differentiate if information provided by pictures or words in text	(1.RI.06) ELA: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ELP: No correlation
ELA.1.R.RI.07	Use illustrations/ details in a text to describe its key ideas	(1.RI.07) ELA: Use the illustrations and details in a text to describe its key ideas. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-1: identifying the differences between fiction and nonfiction. B-2: making predictions based on cover, title, illustrations and text.
ELA.1.R.RI.08	Identify the reasons an author gives to support points in a text	(1.RI.08) ELA: Identify the reasons an author gives to support points in a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book. HI-10: identifying cause and effect of specific events in a literary selection.

ELA.1.R.RI.09	Identify similarities/differences between two texts on same topic	(1.RI.09) ELA: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
ELA.1.R.RI.10	Fluently read first grade informational text	(1.RI.10) ELA: With prompting and support, read informational texts appropriately complex for grade 1. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-16: following multiple-step positive and negative written directions which include prepositions. HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
ELA.1.31	Reading Literature	Reading Literature
ELA.1.R.RL.01	Ask and answer questions about key details in a text	(1.RL.01) ELA: Ask and answer questions about key details in a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-2: comparing a prediction about an action or event to what actually occurred within a text. HI-3: locating facts and answering questions about text. HI-4: asking questions to clarify text. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection. Non-Fiction HI-15: locating information from a completed graphic organizer.
ELA.1.R.RL.02	Retell a fictional stories with key details	(1.RL.02) ELA: Retell stories, including key details, and demonstrate understanding of their central message or lesson. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-5: sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences. HI-7: summarizing the main idea and details from text, using complete sentences. Fiction HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
ELA.1.R.RL.03	Describe characters/settings/major events in story, w/key details	(1.RL.03) ELA: Describe characters, settings, and major events in a story, using key details. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection. HI-13: summarizing the key events from a literary selection. HI-14: identifying and describing the plot in a literary selection.
ELA.1.R.RL.04	Identify words/phrases in stories or poems that appeal to senses	(1.RL.04) ELA: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELA.1.R.RL.05	Identify the author's purpose for writing a book	(1.RL.05) ELA: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction/Non-Fiction HI-9: identifying the author's purpose for writing a book.
ELA.1.R.RL.06	Identify who is telling the story at various points in a text	(1.RL.06) ELA: Identify who is telling the story at various points in a text. ELP: No correlation
ELA.1.R.RL.07	Use details in a story to describe characters, setting, or events	(1.RL.07) ELA: Use illustrations and details in a story to describe its characters, setting, or events. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection. HI-12: describing the setting from a literary selection.
ELA.1.R.RL.09	Compare/contrast the experiences of characters in stories	(1.RL.09) ELA: Compare and contrast the adventures and experiences of characters in stories. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-14: identifying and describing the plot in a literary selection.
ELA.1.R.RL.10	Read prose/poetry appropriate for grade 1, with prompting/support	(1.RL.10) ELA: With prompting and support, read prose and poetry of appropriate complexity for grade 1. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. Fiction HI-11: describing characters from a literary selection.
ELA.1.W	Writing	Writing
ELA.1.41	Productivity	Productivity
ELA.1.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.1.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.1.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
MA.1	Math	Math
MA.1.BT.C1.PO1	Say, find, finishe, make, and draw AB patterns	(1.M.BT.C1.PO1) I can... (say, find, finish, make and draw) AB patterns.
MA.1.BT.C2.PO3	Use fact families to add and subtract	(1.M.BT.C2.PO3) I can use fact families to add and subtract.

MA.1.BT.C1.PO5	Count mixed coins to $1.00	(1.M.BT.C1.PO5) I can count mixed coins to $1.00.
MA.1.5	Geometry	Geometry
MA.1.G.A.01	Identify attributes of a shape & build/draw shapes correctly	(1.M.G.A.01) I can identify attributes of a shape. I can build and draw shapes with correct attributes.
MA.1.G.A.02	Compose 2-d and 3-d shapes to create a composite or new shape	(1.M.G.A.02) I can compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half- circles, and quarter-circles) or three- dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MA.1.G.A.03	Partition circles/rectangles; describe as halves/fourths/quarters	(1.M.G.A.03) I can describe a whole, having to two or four equal parts. I can divide circles and rectangles into two and four equal parts.I can describe the parts using halves, fourths, quarters, half of, fourth of, and quarter of.
MA.1.9	Measurement and Data	Measurement and Data
MA.1.MD.A.01	Order 3 items by length; compare lengths of 2 by using a 3rd item	(1.M.MD.A.01) I can order three objects by length. I can compare the length of two objects by using a third object.
MA.1.MD.A.02	Measure length of an object using a shorter object (non-standard)	(1.M.MD.A.02) I can measure the length of an object using a shorter object. (non standard measurement) -
MA.1.MD.B.03	Tell/write time to hour & half hour using an analog/digital clock	(1.M.MD.B.03) I can tell and write time to the hour and nearest half hour using an analog or digital clock.
MA.1.MD.C.04	Create a graph with three categories and interpret the data	(1.M.MD.C.04) I can create a graph with three categories and interpret the data.
MA.1.14	Numbers and Operations in Base Ten	Numbers and Operations in Base Ten
MA.1.NBT.A.01	Identify/write/read numbers from 0-120; count up from any number	(1.M.NBT.A.01) I can identify, write and read any whole numbers from 0 to 120 (200-I can count to 120 from any number less than 120.
MA.1.NBT.B.02	Understand that a 2-digit number represent amounts of tens & ones	(1.M.NBT.B.02) I can understand that two digit whole numbers are made up of the ones place and the tens place. (200-Vail/BT partners).
MA.1.NBT.B.03a	Construct a model of a two digit number using ones and tens	(1.M.NBT.B.03.a) I can construct a model of a two digit number using ones and tens.
MA.1.NBT.B.03b	Compare/order numbers from 0 ‹ 200 using >, <, or =	(1.M.NBT.B.03.b) I can compare and order numbers from 0 ‹ 200 using greater than (>), less than (<) or equal to (=).
MA.1.NBT.C.04	Add double digit numbers; use models/strategies to explain answer	(1.M.NBT.C.04) I can add double digit numbers. I can use models, drawings and strategies to explain my answer .
MA.1.NBT.C.05	Mentally find 10 more or 10 less without counting	(1.M.NBT.C.05) I can mentally find 10 more or 10 less without counting.
MA.1.NBT.C.06	Subtract multiples of 10 (10-90) and show/explain thinking	(1.M.NBT.C.06) I can subtract multiples of 10 (10-90) using models, drawings and strategies to explain my answer.
MA.1.22	Operations and Algebraic Thinking	Operations and Algebraic Thinking
MA.1.OA.A.01	Use an addition or subtraction word problem to write an equation	(1.M.OA.A.01) I can use an addition or subtraction word problem to write an equation.
MA.1.OA.A.02	Solve addition word problems using three whole numbers	(1.M.OA.A.02) I can solve addition word problems using three whole numbers.
MA.1.OA.B.03	Use properties of operations as strategies to add and subtract	(1.M.OA.B.03) I can use properties of operations as strategies to add and subtract.
MA.1.OA.B.04	Understand subtraction as an unknown-addend problem	(1.M.OA.B.04) Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8
MA.1.OA.C.05	Count on & count back to solve an addition or subtraction problem	(1.M.OA.C.05) I can count on and count back to solve an addition or subtraction problem.
MA.1.OA.C.06	Use strategies to + and - to 20; show fluency for +/- facts to 10	(1.M.OA.C.06) I can use strategies to add and subtract within 20. I can demonstrate fluency for addition and subtraction within 10.
MA.1.OA.D.07	Understand meaning of equal sign; determine if equations are T/F	(1.M.OA.D.07) I can understand the meaning of the equal sign and determine if the equations are true or false.
MA.1.OA.D.08	Determine an unknown number in a three digit equation	(1.M.OA.D.08) I can determine an unknown number in a three digit equation
MA.1.31	Productivity	Productivity
MA.1.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.1.SSD.02	Work Habits	Student completes assignments and work on time
MA.1.SSD.03	Participation	Student is actively engaged and contributing to the class.
MUS.1	Music	Music
PE.1	Physical Education	Physical Education

SCI.1	Science	Science (grade 1) courses allow students to identify interactions and patterns in objects and events and to record observations in written or visual form. Typically, students investigate systems of living organisms and the environment. Specific content depends upon state standards for grade 1.
2	**Grade 2**	
ART.2.1	Art	Art
COMP.2.1	Computers	Computers
ELA.2	English Language Arts	English Language Arts
ELA.2.4	DIBELS	DIBELS
ELA.2.BT.C3.PO2	Apply Knowledge of basic syllabication rules	(2.RF.03a) ELA: Distinguish long and short vowels when reading regularly spelled one-syllable words. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words. (2.RF.3.a)
ELA.2.5	Reading Foundational	Reading Foundational
ELA.2.R.RF.03a	Distinguish long/short vowels in written/spoken 1-syllable words	(2.RF.03a) ELA: Distinguish long and short vowels when reading regularly spelled one-syllable words. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Phonemic Awareness) B-3: distinguishing between long and short vowel sounds in orally stated single-syllable words. (2.RF.3.a)
ELA.2.R.RF.03b	Read multi-syllable words applying letter-sound correspondences	(2.RF.03b) ELA: Know spelling-sound correspondences for additional common vowel teams. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c)
ELA.2.R.RF.03c	Identify/manipulate the sounds of English language & decode words	(2.RF.03c) ELA: Decode regularly spelled two-syllable words with long vowels. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-9: reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r- controlled vowels. (2.RF.3.b,c) (Decoding) HI-11: reading multi-syllabic words, using syllabication rules. (2.RF.3.c)
ELA.2.R.RF.03d	Decode regularly spelled two-syllable words with long vowels	(2.RF.03d) ELA: Decode words with common prefixes and suffixes. ELP: No Correlation
ELA.2.R.RF.03e	Identify words w/inconsistent but spelling-sound correspondences	(2.RF.03e) ELA: Identify words with inconsistent but common spelling-sound correspondences. ELP: No Correlation
ELA.2.R.RF.03f	Read words with inflectional endings	(2.RF.03f) ELA:Recognize and read grade-appropriate irregularly spelled words. ELP: No Correlation
ELA.2.R.RF.04a	Read on-level text with purpose and understanding	(2.RF.04a) ELA: Read on-level text with purpose and understanding. ELP: No Correlation
ELA.2.R.RF.04b	Read gl text orally with accuracy, appropriate rate, & expression	(2.RF.04b) ELA: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. HI-1: reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
ELA.2.R.RF.04c	Use context to confirm/correct word recognition & understanding	(2.RF.04c) ELA: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-15: using knowledge of word order (syntax) and context to confirm decoding of text. (2.RF.4.c)
ELA.2.15	Reading Informational	Reading Informational
ELA.2.R.RI.01	Ask & answer who/what/where/when/why/how for key details in text	(2.RI.01) ELA: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-3: locating facts and answering questions about text.
ELA.2.R.RI.02	Identify main topic/focus of a specific or multi-paragraph text	(2.RI.02) ELA: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.HI-7: summarizing the main idea and details from text, using complete sentences.
ELA.2.R.RI.03	Describe how events or scientific ideas are connected within text	(2.RI.03) ELA: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ELP: No Correlation

ELA.2.R.RI.04	Determine meaning of words/phrases in gr 2 topic/subject area text	(2.RI.04) ELA: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELA.2.R.RI.05	Know/use text features to find key facts/info in text efficiently	(2.RI.05) ELA: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-19: locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
ELA.2.R.RI.06	Identify the author's purpose for writing a book	(2.RI.06) ELA: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-9: identifying the author's purpose for writing a book.
ELA.2.R.RI.07	Explain how specific images contribute to and clarify a text	(2.RI.07) ELA: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: extracting and interpreting specific information from external text features of text. HI-15: locating information from a completed graphic organizer.
ELA.2.R.RI.08	Describe how reasons support points the author makes in a text	(2.RI.08) ELA: Describe how reasons support specific points the author makes in a text. ELP: No Correlation
ELA.2.R.RI.09	Compare/contrast points presented by two texts on the same topic	(2.RI.09) ELA: Compare and contrast the most important points presented by two texts on the same topic. ELP: Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: making connections to text while reading (text-to-text and text-to-self).
ELA.2.R.RI.10	Read/comprehend informational text in gr 2-3 text (end of yr)	(2.RI.10) ELA: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. ELP: No Correlation
ELA.2.26	Reading Literature	Reading Literature
ELA.2.R.RL.01	Ask & answer who/what/where/when/why/how for key details in text	(2.RL.01) ELA: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-3: locating facts and answering questions about text. (Non-Fiction/Fiction) HI-4: asking questions to clarify text. (Non-Fiction/Fiction) HI-7: summarizing the main idea and details from text, using complete sentences. (2.RL.1) (Non-Fiction/Fiction) HI-10: identifying cause and effect of specific events in a literary selection. (2.RL.1)(Fiction) HI-11: describing characters from a literary selection. (2.RL.1)(Fiction) HI-12: describing the setting from a literary selection. (2.RL.1)(Fiction) HI-13: summarizing the key events from a literary selection. (2.RL.1)(Fiction) HI-14: identifying and describing the plot in a literary selection. (2.RL.1)
ELA.2.R.RL.02	Retell stories/fables from many cultures; identify message/lesson	(2.RL.02) ELA: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELP: No Correlation
ELA.2.R.RL.03	Describe how characters respond to major events and challenges	(2.RL.03) ELA: Describe how characters in a story respond to major events and challenges. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-11: describing characters from a literary selection.
ELA.2.R.RL.04	Show how words/phrases supply rhythm/meaning in a story/poem/song	(2.RL.04) ELA: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-21: identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
ELA.2.R.RL.05	Describe story structure; beginning introduces/ending concludes	(2.RL.05) ELA: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-12: describing the setting from a literary selection. (2.RL.5) (Fiction) HI-14: identifying and describing the plot in a literary selection. (Non-Fiction) HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. (2.RL.5)
ELA.2.R.RL.06	Describe/identify setting and plot from a literary selection	(2.RL.06) ELA: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-12: describing the setting from a literary selection. (2.RL.5) (Fiction) HI-14: identifying and describing the plot in a literary selection. (Non-Fiction) HI-17: identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information. (2.RL.5)
ELA.2.R.RL.07	Show differences in POV of characters in reading dialogue aloud	(2.RL.07) ELA: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ELP: No Correlation

ELA.2.R.RL.09	Compare and contrast two or more versions of the same story	(2.RL.09) ELA: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text while reading (text-to-text and text-to-self).
ELA.2.R.RL.10	Read/comprehend literature in gr 2–3 text (end of year)	(2.RL.10) ELA: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band. ELP: No Correlation
ELA.2.W	Writing	Writing
ELA.2.36	Productivity	Productivity
ELA.2.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.2.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.2.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
MA.2	Mathematics	Mathematics
MA.2.BT.C2.PO2A	Add numbers with and without regrouping including money	(2.M.BT.C2.PO2A) I can add numbers with and without regrouping including money.
MA.2.BT.C2.PO2B	Subtract numbers with and without regrouping including money	(2.M.BT.C2.PO2B) I can subtract numbers with and without regrouping including money.
MA.2.4	Geometry	Geometry
MA.2.G.A.01	Describe and compare polygons (3-dimensional shapes)	(2.M.G.A.01) I can describe and compare polygons.(3-dimensional shapes)
MA.2.G.A.02	Find the area of a rectangle by counting the number of squares	(2.M.G.A.02) I can find the area of a rectangle by counting the number of squares.
MA.2.G.A.03	Write and explain fractions in different ways	(2.M.G.A.03) I can write and explain fractions in different ways.
MA.2.8	Measurement and Data	Measurement and Data
MA.2.MD.A.01a	Measure the length of an object using appropriate customary tool	(2.M.MD.A.01a) I can measure the length of an object using the appropriate customary tool. (weight and capacity.)
MA.2.MD.A.01b	Measure the length of an object using the appropriate metric tool	(2.M.MD.A.01b) I can measure the length of an object using the appropriate metric tool. (weight and capacity)
MA.2.MD.A.02	Measure/compare length of item twice w/nonstandard units	(2.M.MD.A.02) Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
MA.2.MD.A.03	Estimate the length of a given object	(2.M.MD.A.03) I can estimate the length of a given object.
MA.2.MD.A.04	Measure/compare different length objects in standard length units	(2.M.MD.A.04) Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MA.2.MD.B.05	Solve word problems for unknown number w/same units of measurement	(2.M.MD.B.05) I can solve word problems for an unknown number involving same units of measurement.
MA.2.MD.B.06	Show whole #s as equally spaced points from 0-100 on line diagram	(2.M.MD.B.06) Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, … , and represent whole-number sums and differences within 100 on a number line diagram.
MA.2.MD.B.07	Tell time to the nearest five minutes using a.m. and p.m.	(2.M.MD.C.07) I can tell time to the nearest five minutes using a.m. and p.m.
MA.2.MD.C.08	Count coins/bills up $100.00 & solve word problems involving money	(2.M.MD.C.08) I can count coins and bills up $100.00 and solve word problems involving money.
MA.2.MD.C.09	Generate data measuring lengths of several objects	(2.M.MD.C.09) Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object.
MA.2.MD.D.10	Collects, records, organizes, and displays data using graphs	(2.M.MD.D.10) I can collect, record, organize, and display data using graphs.
MA.2.20	Numbers and Operations in Base Ten	Numbers and Operations in Base Ten
MA.2.NBT.A.01	Describe/create a number from 0-999 using ones, tens, and hundreds	(2.M.NBT.A.01) I can describe and create a number from 0-999 using ones, tens, and hundreds.
MA.2.NBT.A.02	Skip count by 2s, 5s, 10, and 100s to 1000	(2.M.NBT.A.02) I can skip count by 2s, 5s, 10, and 100s to 1000.
MA.2.NBT.A.03	Show numbers using standard/written form/expanded notation/models	(2.M.NBT.A.03) I can show numbers by using standard form, written form, expanded notation and models.
MA.2.NBT.A.04	Compare numbers using words or symbols	(2.M.NBT.A.04) I can compare numbers using words or symbols.
MA.2.NBT.B.05	Fluently add and subtract within 100 using multiple strategies	(2.M.NBT.B.05) Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.06	Add up 2-digit numbers using place value/properties of operations	(2.M.NBT.B.06) Add up to four two-digit numbers using strategies based on place value and properties of operations.

MA.2.NBT.B.07	Add/subtract within 1000, using models/drawings/strategies	(2.M.NBT.B.O7) Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.NBT.B.08	Adds or subtracts by 10s or 100s using mental math	(2.M.NBT.B.08) I can add or subtract by 10s or 100s using mental math.
MA.2.NBT.B.09	Explain why addition and subtraction strategies work	(2.M.NBT.B.09) Explain why addition and subtraction strategies work, using place value and the properties of operations.
MA.2.30	Operations and Algebraic Thinking	Operations and Algebraic Thinking
MA.2.OA.A.01	Identify key information in a word problem; solve for unknown #	(2.M.OA.A.01) I can identify the key information in a word problem and solve for the unknown number.
MA.2.OA.B.02	Fluently add and subtract within 20 using mental strategies	(2.M.OA.B.02) Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.2.OA.C.03	Distinguish between odd and even numbers and justify reasoning	(2.M.OA.C.03) I can distinguish between odd and even numbers and justify my reasoning.
MA.2.OA.C.04	Arrange items into equal rows/columns; write equation to find sum	(2.M.OA.C.04) I can arrange objects into equal rows and columns, and write an equation to find the total sum.
MA.2.35	Productivity	Productivity
MA.2.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.2.SSD.02	Work Habits	Student completes assignments and work on time
MA.2.SSD.03	Participation	Student is actively engaged and contributing to the class.
MUS.2.1	Music	Music
PE.2.1	Physical Education	Physical Education
SCI.2.1	Science	Science
3	**Grade 3**	
ART.3.1	Art	
COMP.3.1	Computers	In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.
ELA.3	English Language Arts	
ELA.3.2	DIBELS	
ELA.3.3	Reading Foundational	
ELA.3.RF.03a	Identify/know meaning of common prefixes/derivational suffixes	(3.RF.03a) ELA: Identify and know the meaning of the most common prefixes and derivational suffixes. ELP: Reading Strand Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-10: applying knowledge of affixes to words in context. (3.a)
ELA.3.4	Reading Informational	
ELA.3.R.RI.02	Identify main idea in text; explain how details support main idea	(3.RI.02) ELA: Determine the main idea of a text; recount the key details and explain how they support the main idea. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELA.3.R.RI.04	Apply understanding of vocabulary within content area texts	(3.RI.04) ELA: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-20: applying understanding of content vocabulary within math, science and social studies texts.
ELA.3.R.RI.05	Use text features/search tools to find relevant topic information	(3.RI.05) ELA: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-26: explaining the purpose of organizational features on a page in nonfiction text.
ELA.3.R.RI.06	Distinguish own point of view from that of the author of a text	(3.RI.06) Craft and Structure: Distinguish their own point of view from that of the author of a text.

ELA.3.R.RI.08	Describe connection between specific sentences/paragraphs in text	(3.RI.08) Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text.
ELA.3.R.RI.09	Compare/contrast key details presented in two texts on same topic	(3.RI.09) Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.
ELA.3.5	Reading Literature	
ELA.3.R.RL.02	Explain how key details from cultural lit convey message of text	(3.RL.02) ELA: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
ELA.3.R.RL.03	Describe characters & how actions contribute to events in story	(3.RL.03) ELA: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text.
ELA.3.R.RL.04	Determine meaning of words and phrases as they are used in a text	(3.RL.04) ELA: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELA.3.R.RL.05	Use terms (chapter/scene/stanza) when writing/speaking about text	(3.RL.05) ELA: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELA.3.R.RL.06	Distinguish own point of view from that of the author of a text	(3.RL.06) Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.
ELA.3.R.RL.07	Explain how illustrations help what is conveyed by words in story	(3.RL.07) ELA: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-17: relating illustrations to fictional text.
ELA.3.R.RL.09	Compare/contrast stories written by author about same characters	(3.RL.09) ELA: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
ELA.3.W	Writing	
ELA.3.6	Productivity	
ELA.3.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.3.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.3.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
MA.3	Mathematics	
MA.3.1	Geometry	
MA.3.G.A2	Partition shapes into equal areas; express as fraction of whole	(3.M.G.A2) Geometry (G): Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area and describe the area of each part as 1/4 of the area of the shape.
MA.3.2	Measurement and Data	
MA.3.MD.A1	Tell/write/measure time to minute; solve +/- time word problems	(3.M.MD.A1) Measurement and Data (MD): Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.
MA.3.MD.A2a	Measure and estimate liquid volumes and masses of objects using metric u	(3.M.MD.A2a) Measurement and Data (MD):I can measure and estimate liquid volumes and masses of objects using metric units.
MA.3.MD.A2b	Solve measurement word problems.	(3.M.MD.A2b) Measurement and Data (MD): I can solve measurement word problems.

MA.3.MD.B3	Draw scaled graphs to represent data with several categories	(3.M.MD.B3) Measurement and Data (MD): Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step how many more and how many less problems using information presented in scaled bar graphs.
MA.3.MD.B4	Generate data measuring lengths w/rulers marked with 1/2 and 1/4	(3.M.MD.B4) Measurement and Data (MD): Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
MA.3.3	Number and Operations in Base Ten	
MA.3.NBT.A1	Use place value to round whole numbers to the nearest 10 or 100	(3.M.NBT.A1) Number and Operations in Base Ten (NBT): Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.NBT.A2	Fluently add and subtract within 1000	(3.M.NBT.A2) Number and Operations in Base Ten (NBT): Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.NBT.A3	Multiply one-digit whole numbers by multiples of 10 in range 10–90	(3.M.NBT.A3) Number and Operations in Base Ten (NBT): Multiply one-digit whole numbers by multiples of 10 in the range 10–90.
MA.3.4	Number and Operations - Fractions	
MA.3.NF.A1	Understand how fractions represents parts of whole	(3.M.NF.A1) Number and Operations—Fractions (NF): Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
MA.3.NF.A2	Understand/represent a fraction as a number on number line diagram	(3.M.NF.A2) Number and Operations—Fractions (NF): Understand a fraction as a number on the number line; represent fractions on a number line diagram.
MA.3.NF.A3	Explain/compare equivalence of fractions in special cases	(3.M.NF.A3) Number and Operations—Fractions (NF): Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
MA.3.5	Operations and Algebraic Thinking	
MA.3.OA.A1	Interpret products of whole numbers	(3.M.OA.A1) Operations and Algebraic Thinking (OA):Interpret products of whole numbers.
MA.3.OA.A2	Interpret whole-number quotients of whole numbers	(3.M.OA.A2) Operations and Algebraic Thinking (OA): Interpret whole-number quotients of whole numbers.
MA.3.OA.A3	Use multiplication and division within 100 to solve word problems	(3.M.OA.A3) Operations and Algebraic Thinking (OA): Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
MA.3.OA.A4	Determine unknown in (×/÷) equation relating three whole numbers	(3.M.OA.A4) Operations and Algebraic Thinking (OA): Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
MA.3.OA.B5	Apply properties of operations as strategies to multiply & divide	(3.M.OA.B5) Operations and Algebraic Thinking (OA): Apply properties of operations as strategies to multiply and divide.
MA.3.OA.C7	Fluently multiply and divide within 100	(3.M.OA.C7) Operations and Algebraic Thinking (OA): Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
MA.3.OA.D.8	Solve 2-step word problems using four operations; assess answers	(3.M.OA.D.8) Operations and Algebraic Thinking (OA): Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.6	Productivity	
MA.3.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.3.SSD.02	Work Habits	Student completes assignments and work on time
MA.3.SSD.03	Participation	Student is actively engaged and contributing to the class.
MUS.3.1	Music	
PE.3.1	Physical Education	
SCI.3.1	Science	
4	**Grade 4**	
ELA.4	English Language Arts	English Language Arts
ELA.4.2	Reading Informational Text	Reading Informational

Somerton School District Standards

ELA.4.R.RI.01	Use details in text to explain explicit/inferential meaning	(4.RI.01) ELA: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-2: generating and confirming predictions about text for accuracy. HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELA.4.R.RI.02	Identify main idea/supporting details; summarize/retell text	(4.RI.02) ELA: Determine the main idea of a text and explain how it is supported by key details; summarize the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: generating who, what, where, when, why, which and how questions to clarify text. HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELA.4.R.RI.05	Describe structure of events, ideas, concepts, or info in text	(4.RI.05) ELA: Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELA.4.R.RI.06	Compare/contrast characters, items, or accounts of events/topics	(4.RI.06) ELA: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-18: comparing and contrasting two characters within a fictional text. HI-30: comparing and contrasting two items within an expository text.
ELA.4.R.RI.07	Interpret info/explain how it contributes to understanding text	(4.RI.07) ELA: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
ELA.4.R.RI.08	Explain authors use of reasons/evidence to support points in text	(4.RI.08) ELA: Explain how an author uses reasons and evidence to support particular points in a text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
ELA.4.3	Reading Literature	Reading Literature
ELA.4.R.RL.01	Use details in text to explain explicit/inferential meaning	(4.RL.01) ELA: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-2: generating and confirming predictions about text for accuracy. (4.RL.1) (Non-Fiction/Fiction) HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text. (4.RL.1)
ELA.4.R.RL.02	Determine theme from details of text; summarize main idea/details	(4.RL.02) ELA: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELA.4.R.RL.03	Describe in depth a character/setting/event using details in text	(4.RL.03) ELA: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-14: describing the characters' traits and their motivations within a fictional text. (Fiction) HI-15: describing the setting using key words from a fictional text. (Fiction) HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text.
ELA.4.R.RL.04	Determine meaning of words/phrases as they are used in text	(4.RL.04) ELA: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (4.RL.4) (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (4.RL.4) (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (4.RL.4)
ELA.4.R.RL.05	Explain major differences/structural elements of poems/drama/prose	(4.RL.05) ELA: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
ELA.4.R.RL.06	Compare/contrast POV including first- and third-person narrations	(4.RL.06) ELA: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ELA.4.R.RL.09	Compare/contrast themes/patterns in stories, myths, & cultural lit	(4.RL.09) ELA: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to- text and text-to-self).
ELA.4.W	Writing	Writing
ELA.4.4	Productivity	Productivity
ELA.4.R.SSD.01	Demonstrates honor & discipline within entire school environment	To exemplify superior honor and discipline within the class and school environment.
ELA.4.R.SSD.02	Completes assignments and work on time	Student completes assignments and work on time
ELA.4.R.SSD.03	Engages and contributes to the class	Student is actively engaged and contributing to the class.
MA.4	Mathematics	Mathematics
MA.4.1	Geometry	GEOMETRY
MA.4.G.A2	Draw/identify/classify shapes by properties of their lines/angles	(4.M.G.A2) Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. [From cluster: Draw and identify lines and angles, and classify shapes by properties of their lines and angles]
MA.4.2	Measurement and Data	MD MEASUREMENT AND DATA
MA.4.MD.A1	Understand measurement systems & convert larger to smaller unit	(4.M.MD.A1) Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2, 24), (3, 36), ... [From cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit]
MA.4.MD.A2	Solve problems involving measurement/conversion of measurements	(4.M.MD.A2) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. [From cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit]
MA.4.MD.A3	Apply area/perimeter formulas in real world/mathematical problems	(4.M.MD.A3) Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. [From cluster: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit]
MA.4.MD.C5	Understand concepts of angle and measure angles	(4.M.MD.C5) Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: [From cluster: Geometric measurement: understand concepts of angle and measure angles]
MA.4.3	Number and Operations in Base Ten	NBT NUMBER AND OPERATIONS IN BASE TEN
MA.4.NBT.A1	Generalize place value understanding for multi-digit whole numbers	(4.M.NBT.A1) Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. [From cluster: Generalize place value understanding for multi-digit whole numbers]
MA.4.NBT.A2	Read/write/compare multi-digit whole numbers using <, =, >	(4.M.NBT.A2) Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. [From cluster: Generalize place value understanding for multi-digit whole numbers]
MA.4.NBT.A3	Use place value understanding to round multi-digit whole numbers	(4.M.NBT.A3) Use place value understanding to round multi-digit whole numbers to any place. [From cluster: Generalize place value understanding for multi-digit whole numbers]
MA.4.NBT.B5	Multiply multi-digit whole numbers; illustrate/explain calculation	(4.M.NBT.B5) Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [From cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic]
MA.4.NBT.B6	Divide multi-digit whole numbers; illustrate/explain calculation	(4.M.NBT.B6) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [From cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic]

MA.4.4	Number And Operations - Fractions	NUMBER AND OPERATIONS - FRACTIONS
MA.4.NF.3ab	Separate a fraction in more than one way by using an equation	(4.M.NF.3.a-b) I can separate a fraction in more than one way by using an equation.
MA.4.NF.3cd	Add/subtract mixed numbers w/ like denominators incl word prob	(4.M.NF.3.c-d) I can add and subtract mixed numbers with like denominators. I can solve word problems by adding and subtracting mixed numbers with like denominators.
MA.4.NF.A1	Explain why two fractions are equivalent using visual models	(4.M.NF.A1) Explain why a fraction a/b is equivalent to a fraction (n Å~ a)/(n Å~ b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [From cluster: Extend understanding of fraction equivalence and ordering]
MA.4.NF.A2	Extend understanding of fraction equivalence/ordering using <,=, >	(4.M.NF.A2) Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. [From cluster: Extend understanding of fraction equivalence and ordering]
MA.4.NF.B4	Multiply a fraction by a whole number	(4.M.NF.B4) Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. [From cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers]
MA.4.NF.C5	Understand decimal notation of fraction; compare decimal fractions	(4.M.NF.C5) Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. - Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) [From cluster: Understand decimal notation for fractions, and compare decimal fractions]
MA.4.NF.C6	Use decimal notation for fractions with denominators 10 or 100	(4.M.NF.C6) Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. [From cluster: Understand decimal notation for fractions, and compare decimal fractions]
MA.4.NF.C7	Compare two decimals to hundredths using <,=,> and visual models	(4.M.NF.C7) Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.
MA.4.5	Operations and Algebraic Thinking	OPERATIONS AND ALGEBRAIC THINKING
MA.4.OA.A2	Multiply/divide to solve word problems using drawings/equations	(4.M.OA.A2) Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Table 2) [From cluster: Use the four operations with whole numbers to solve problems]
MA.4.OA.A3	Solve/represent/assess multistep word problems with whole numbers	(4.M.OA.A3) Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.4.OA.B4	Gain familiarity with factors and multiples of whole numbers 1-100	(4.M.OA.B4) Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. [From cluster: Gain familiarity with factors and multiples]
MA.4.OA.C5	Generate/analyze number or shape patterns that follow a given rule	(4.M.OA.C5) Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule Add 3 and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. [From cluster: Generate and analyze patterns]
MA.4.6	Productivity	Productivity
MA.4.SSD.01	Demonstrates honor & discipline within entire school environment	To exemplify superior honor and discipline within the class and school environment.
MA.4.SSD.02	Completes assignments and work on time	Student completes assignments and work on time
MA.4.SSD.03	Engages and contributes to the class	Student is actively engaged and contributing to the class.
SCI.4.1	Science	Science
ART.4.1	Art	Art

COMP.4.1	Computers	In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.
MUS.4.1	Music	Music
PE.4.1	PE	PE
5	**Grade 5**	
ART.5.1	Art	Art
COMP.5.1	Computers	In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.
ELA.5	English Language Arts	
ELA.5.1	Reading Foundational	
ELA.5.R.RF.03a	Use syllabication patterns to read unfamiliar multisyllabic words	(5.RF.03a) ELA: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ELP: Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts. (Decoding) HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (Decoding) HI-9: applying knowledge of inflectional forms of words in context. (Decoding) HI-10: applying knowledge of affixes to words in context.
ELA.5.4	Reading Informational	
ELA.5.R.RI.01	Quote evidence from text explaining what text says explicitly/inferentially	(5.RI.02) ELA: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELA.5.R.RI.02	Determine main idea/s; explain how details support; summarize text	(5.RI.02) ELA: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELA.5.R.RI.03	Explain relationships between individuals/events/ideas in the text	(5.RI.03) ELA: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
ELA.5.R.RI.05	Compare/contrast structure of events/ideas/concepts/info in texts	(5.RI.05) ELA: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELA.5.R.RI.06	Analyze accounts of same event/topic; note similar/different POV	(5.RI.06) ELA: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-30: comparing and contrasting two items within an expository text.
ELA.5.R.RI.07	Interpret/draw on info from multiple sources for specific purpose	(5.RI.07) ELA: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text in nonfiction text for a specific purpose.
ELA.5.R.RI.08	Explain how author uses reasons/evidence to support points in text	(5.RI.08) ELA: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELA.5.12	Reading Literature	

ELA.5.R.RL.01	Cite evidence from text explaining what text says explicitly/inferentially	(5.RL.01) ELA: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (5.RL.4) (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (5.RL.4) (Non-Fiction/Fiction) HI-13: drawing conclusions from information implied or inferred in a literary selection.
ELA.5.R.RL.02	Identify theme/key details/characters' challenges; summarize text	(5.RL.02) ELA: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
ELA.5.R.RL.03	Compare/contrast characters/settings/events from details in text	(5.RL.03) ELA: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-18: comparing and contrasting two characters within a fictional text. (Fiction) HI-19: comparing and contrasting two settings within a fictional text.
ELA.5.R.RL.04	Determine meaning of words/phrases in text, incl figurative lang.	(5.RL.04) ELA: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-8: locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text. (5.RL.4) (Non-Fiction/Fiction) HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of). (5.RL.4) (Non-Fiction/Fiction) HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since). (5.RL.4) (Non-Fiction/Fiction) HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image. (5.RL.4)
ELA.5.R.RL.05	Explain how chapters/scenes/stanzas provide the structure of text	(5.RL.05) ELA: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELA.5.R.RL.09	Compare and contrast stories in the same genre	(5.RL.09) ELA: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-6: making connections to text (i.e., text-to- text and text-to-self).
ELA.5.W	Writing	
ELA.5.19	Productivity	
ELA.5.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.5.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.5.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
MA.5	Mathematics	
MA.5.1	Geometry	GEOMETRY
MA.5.G.A2	Graph points on coordinate plane to solve real world/math problems	(5.M.G.A2) Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. [From cluster: Graph points on the coordinate plane to solve realworld and mathematical problems]
MA.5.G.B3	Know that attributes of 2-d figures belong to all in subcategories	(5.M.G.B3) Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. [From cluster: Classify two-dimensional figures into categories based on their properties]
MA.5.G.B4	Classify 2-dimensional figures in a hierarchy based on properties	(5.M.G.B4) Classify two-dimensional figures in a hierarchy based on properties. [From cluster: Classify two-dimensional figures into categories based on their properties]
MA.5.5	Measurement and Data	MEASUREMENT AND DATA
MA.5.MD.C5ac	Relate volume to operations of x/+ and solve problems using volume	(5.M.MD.C5.a-c) Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. [From cluster: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition]
MA.5.7	Number and Operations in Base Ten	NUMBER AND OPERATIONS IN BASE TEN
MA.5.NBT.A3	Read, write, and compare decimals to thousandths	(5.M.NBT.A3.a-b) Read, write, and compare decimals to thousandths. [From cluster: Understand the place value system]

MA.5.NBT.A4	Use place value understanding to round decimals to any place	(5.M.NBT.A4) Use place value understanding to round decimals to any place. [From cluster: Understand the place value system]
MA.5.NBT.B5	Fluently multiply multi-digit numbers using standard algorithm	(5.M.NBT.B5) Fluently multiply multi-digit whole numbers using the standard algorithm. [From cluster: Perform operations with multidigit whole numbers and with decimals to hundredths]
MA.5.NBT.B6	Perform operations w/multi-digit whole numbers/decimals to 100ths	(5.M.NBT.B6) Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [From cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths]
MA.5.NBT.B7	Solve (+,-,×,÷) problems w/decimals to 100ths; explain thinking	(5.M.NBT.B7) Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. [From cluster: Perform operations with multi-digit whole numbers and with decimals to hundredths]
MA.5.13	Number and Operations - Fractions	NUMBER AND OPERATIONS - FRACTIONS
MA.5.NF.A1	Use strategies to + and - fractions with unlike denominators	(5.M.NF.A1) Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.) [From cluster: Use equivalent fractions as a strategy to add and subtract fractions]
MA.5.NF.A2	Solve word problems involving + and - of fractions	(5.M.NF.A2) Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. [From cluster: Use equivalent fractions as a strategy to add and subtract fractions]
MA.5.NF.B3	Apply/extend previous understandings of × and ÷ to fractions	(5.M.NF.B3) Interpret a fraction as division of the numerator by the denominator ($a/b = a ÷ b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? [From cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions]
MA.5.NF.B4b	Find the area of a rectangle with fractional side lengths	(5.M.NF.B4.b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. [From cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions]
MA.5.NF.B5ab	Interpret multiplication as scaling (resizing)	(5.M.NF.B5.a-b) Interpret multiplication as scaling (resizing), by: [From cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions]
MA.5.NF.B6	Solve real world problems involving × of fractions/mixed numbers	(5.M.NF.B6) Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. [From cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions]
MA.5.NF.B7	Apply/extend previous understandings of × and ÷ to fractions	(5.M.NF.B7.a-c) Apply and extend previous understandings of multiplication and division to multiply and divide fractions: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) [From cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions]
MA.5.21	Operations and Algebraic Thinking	OPERATIONS AND ALGEBRAIC THINKING
MA.5.OA.A1	Write and interpret numerical expressions	(5.M.OA.A1) Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. [From cluster: Write and interpret numerical expressions]
MA.5.OA.B3	Analyze patterns and relationships	(5.M.OA.B3) Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule Add 3 and the starting number 0, and given the rule Add 6 and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. [From cluster: Analyze patterns and relationships]

MA.5.24	Productivity	
MA.5.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.5.SSD.02	Work Habits	Student completes assignments and work on time
MA.5.SSD.03	Participation	Student is actively engaged and contributing to the class.
MUS.5.1	Music	Music
PE.5.1	Physical Education	PE
SCI.5.1	Science	Science
6	**Grade 6**	
ART.6.1	Art	Art
COMP.6.1	Computers	In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.
ELA.6	English Language Arts	
ELA.6.2	Reading Informational	
ELA.6.R.RI.1	Draw conclusions/cite evidence from info implied/inferred in text	(6.ELA.R.RI.1) ELA: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: answering literal, inferential and personal response questions about text HI-5: generating clarifying questions about text. HI-14: drawing conclusions from information implied or inferred in a literary selection.
ELA.6.R.RI.2	Summarize the main idea and supporting details from text	(6.ELA.R.RI.2) ELA: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: retelling a literary selection by sequencing events using transition words. HI-8: summarizing the main idea and supporting details from text using academic vocabulary.
ELA.6.R.RI.3	Analyze how key individual/event/idea is elaborated in a text	(6.ELA.R.RI.3) ELA: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-15: analyzing the motivations of the major and minor characters within a fictional text.
ELA.6.R.RI.4	Determine the meaning of words/phrases as they are used in a text	(6.ELA.R.RI.4) ELA: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-21: applying understanding of content area vocabulary within math, science and social studies texts. HI-25: explaining the purpose of print (font) features in nonfiction text.
ELA.6.R.RI.5	Explain the purpose of organizational features on page of text	(6.ELA.R.RI.5) ELA: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-26: explaining the purpose of organizational features on a page of nonfiction text.
ELA.6.R.RI.6	Identify author's stated/implied purpose & how conveyed in text	(6.ELA.R.RI.6) ELA: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).
ELA.6.R.RI.7	Integrate info from different media/formats to aid understanding	(6.ELA.R.RI.7) ELA: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-24: interpreting information from external text within nonfiction text for a specific purpose.
ELA.6.R.RI.8	Trace/evaluate argument/specific claims in text based on evidence	(6.ELA.R.RI.8) ELA: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELA.6.R.RI.9	Compare/contrast author's presentation of events with another's	(6.ELA.R.RI.9) ELA: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
ELA.6.12	Reading Literature	

ELA.6.R.RL.1	Draw conclusions from info implied/inferred in literary selection	(6.ELA.R.RI.1) ELA: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: answering literal, inferential and personal response questions about text. (6.ELA.R.RI.1) (Non-Fiction/Fiction) HI-14: drawing conclusions from information implied or inferred in a literary selection. (6.RL. 1)
ELA.6.R.RL.2	Determine main idea; how conveyed through details; summarize text	(6.ELA.R.RI.2) ELA: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.6.R.RL.3	Describe the plot and its components in a fictional text	(6.ELA.R.RI.3) ELA: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-13: determining the cause and effect relationship between two related events in a literary selection. (6.RL.3) (Fiction) HI-15: analyzing the motivations of the major and minor characters within a fictional text. (Fiction) HI-19: describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.
ELA.6.R.RL.4	Determine meaning of words/phrases; analyze impact on tone of text	(6.ELA.R.RI.4) ELA: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text. (6.RL.4) HI-10: locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of). (6.RL.4) HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since). (6.RL.4)
ELA.6.R.RL.5	Analyze how chapter/scene,etc provide structure/contribute to text	(6.ELA.R.RI.5) ELA: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-32: identifying the types of poetry by characteristics and structural elements.
ELA.6.R.RL.6	Explain how author develops POV of narrator/speaker in a text	(6.ELA.R.RI.6) ELA: Explain how an author develops the point of view of the narrator or speaker in a text.
ELA.6.R.RL.9	Compare/contrast texts in diff genres w/similar themes and topics	(6.ELA.R.RI.9) ELA: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
ELA.6.W	Writing	
ELA.6.20	Productivity	
ELA.6.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.6.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.6.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
FCS.6.1	Family and Consumer Science	Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.
MA.6	Mathematics	
MA.6.1	Expressions and Equations	EXPRESSIONS AND EQUATIONS
MA.6.EE.A1	Write/evaluate numerical expressions w/whole-number exponents	(6.M.EE.A1) Write and evaluate numerical expressions involving whole-number exponents. [From cluster: Apply and extend previous understandings of arithmetic to algebraic expressions]
MA.6.EE.A2ac	Write/read/evaluate expressions in which letters stand for numbers	(6.M.EE.A2.a-c) Write, read, and evaluate expressions in which letters stand for numbers. [From cluster: Apply and extend previous understandings of arithmetic to algebraic expressions]
MA.6.EE.A4	Identify when two expressions are equivalent	(6.M.EE.A4) Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. [From cluster: Apply and extend previous understandings of arithmetic to algebraic expressions]
MA.6.EE.B5	Reason about and solve one-variable equations and inequalities	(6.M.EE.B5) Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. [From cluster: Reason about and solve one-variable equations and inequalities]

MA.6.EE.B7	Solve real-world/math problems by writing and solving equations	(6.M.EE.B7) Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. [From cluster: Reason about and solve one-variable equations and inequalities]
MA.6.EE.B8	Know solving an equation/inequality as process to answer question	(6.M.EE.B8) Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. [From cluster: Reason about and solve one-variable equations and inequalities]
MA.6.EE.C9	Write an inequality to signify a constraint/condition in a problem	(6.M.EE.C9) Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time. [From cluster: Represent and analyze quantitative relationships between dependent and independent variables]
MA.6.2	Geometry	GEOMETRY
MA.6.G.A1	Solve real-world and mathematical problems involving area	(6.M.G.A1) Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. [From cluster: Solve real-world and mathematical problems involving area, surface area, and volume]
MA.6.G.A2	Solve real-world and mathematical problems involving volume	(6.M.G.A2) Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. [From cluster: Solve real-world and mathematical problems involving area, surface area, and volume]
MA.6.G.A3	Draw polygons in coordinate plane given coordinates for vertices	(6.M.G.A3) Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. [From cluster: Solve real world and mathematical problems involving area, surface area, and volume]
MA.6.G.A4	Solve real-world and mathematical problems involving surface area	(6.M.G.A4) Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. [From cluster: Solve real-world and mathematical problems involving area, surface area, and volume]
MA.6.3	The Number System	THE NUMBER SYSTEM
MA.6.NS.A1	Extend understandings of x and ÷ to divide fractions by fractions	(6.M.NS.A1) Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? [From cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions]
MA.6.NS.B2	Fluently divide multi-digit numbers using the standard algorithm	(6.M.NS.B2) Fluently divide multi-digit numbers using the standard algorithm. [From cluster: Compute fluently with multi-digit numbers and find common factors and multiples]
MA.6.NS.B3	Fluently +, −, ×, ÷ multi-digit decimals using standard algorithms	(6.M.NS.B3) Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. [From cluster: Compute fluently with multi-digit numbers and find common factors and multiples]
MA.6.NS.B4	Compute with multi-digit numbers and find common factors/multiples	(6.M.NS.B4) Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2). [From cluster: Compute fluently with multi-digit numbers and find common factors and multiples]
MA.6.NS.C5	Understand + and - numbers have opposite directions or value	(6.M.NS.C5) Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. [From cluster: Apply and extend previous understandings of numbers to the system of rational numbers]

MA.6.NS.C6a	Extend number line diagrams/axes w/negative number coordinates	(6.M.NS.C6.a) Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. [From cluster: Apply and extend previous understandings of numbers to the system of rational numbers]
MA.6.NS.C6b	Apply/extend previous understandings of #s to rational # system	(6.M.NS.C6.b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. [From cluster: Apply and extend previous understandings of numbers to the system of rational numbers
MA.6.NS.C6c	Know signs of # in ordered pairs show location in coordinate plane	(6.M.NS.C6.c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. [From cluster: Apply and extend previous understandings of numbers to the system of rational numbers]
MA.6.NS.C7ad	Understands ordering and absolute value of rational numbers	(6.M.NS.C7.a-d) Understand ordering and absolute value of rational numbers. [From cluster: Apply and extend previous understandings of numbers to the system of rational numbers]
MA.6.NS.C8	Solve problems by graphing points in all quads of coordinate plane	(6.M.NS.C8) Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. [From cluster: Apply and extend previous understandings of numbers to the system of rational numbers]
MA.6.NS.C9	Convert between expressions for positive rational numbers	(6.M.NS.C9) Convert between expressions for positive rational numbers, including fractions, decimals, and percents. [From cluster: Apply and extend previous understandings of numbers to the system of rational numbers]
MA.6.4	Ratios and Proportional Relationships	RATIOS AND PROPORTIONAL RELATIONSHIPS
MA.6.RP.A1	Understand concept of a ration and use ratio language	(6.M.RP.A1) Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak. For every vote candidate A received, candidate C received nearly three votes. [From cluster: Understand ratio concepts and use ratio reasoning to solve problems]
MA.6.RP.A2	Understand concept of a unit rate and use rate language	(6.M.RP.A2) Understand the concept of a unit rate a/b associated with a ratio a:b with b ? 0, and use rate language in the context of a ratio relationship. For example, This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar. We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger. (Expectations for unit rates in this grade are limited to noncomplex fractions.) [From cluster: Understand ratio concepts and use ratio reasoning to solve problems]
MA.6.RP.A3	Understand ratio concepts and use ratio reasoning to solve problem	(6.M.RP.A3) Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. [From cluster: Understand ratio concepts and use ratio reasoning to solve problems]
MA.6.SP.1	Understand collected data sets to answer statistical questions	(6.M.SP.1) I can understand that a set of data collected to answer a statistical question can be described and summarized by its distribution.
MA.6.5	Productivity	
MA.6.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.6.SSD.02	Work Habits	Student completes assignments and work on time
MA.6.SSD.03	Participation	Student is actively engaged and contributing to the class.
MUS.6.1	Music	Music
PE.6.1	Physical Education	Physical Education
SCI.6.1	Science	Science
SOC.6.1	Social Studies	Social Studies
7	**Grade 7**	
ART.7.1	Art	Art
COMP.7.1	Computers	In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.
ELA.7	English Language Arts	

ELA.7.2	Reading Informational	
ELA.7.R.RI.01	Cite evidence to support analysis of what text states/implies	(7.RI.01) ELA: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: answering literal, inferential and personal response questions about text HI-5: generating clarifying questions about text. HI-14: drawing conclusions from information implied or inferred in a literary selection
ELA.7.R.RI.02	Identify main ideas in text; analyze development throughout text	(7.RI.02) ELA: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: retelling a literary selection by sequencing events using transition words. HI-8: summarizing the main idea and supporting details from text using academic vocabulary.
ELA.7.R.RI.03	Analyze interactions between individuals/events/ideas in a text	(7.RI.03) ELA: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
ELA.7.R.RI.04	Analyze impact of a specific word choice on meaning and tone	(7.RI.04) ELA: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-21: applying understanding of content area vocabulary within math, science and social studies texts. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-31: identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELA.7.R.RI.05	Explain the purpose of organizational features on page of text	(7.RI.05) ELA: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-26: explaining the purpose of organizational features on a page of nonfiction text.
ELA.7.R.RI.06	Determine the author's POV and stated or implied purpose	(7.RI.06) ELA: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).
ELA.7.R.RI.07	Compare/contrast a text to other mediums' portrayal of subject	(7.RI.07) ELA: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-29: comparing and contrasting two items within an expository text.
ELA.7.R.RI.08	Trace/evaluate argument/specific claims in text based on evidence	(7.RI.08) ELA: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELA.7.R.RI.09	Analyze how authors writing on the same topic shape evidence/facts	(7.RI.09) ELA: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
ELA.7.3	Reading Literature	
ELA.7.R.RL.01	Cite evidence to support analysis of what text states/implies	(7.RL.01) ELA: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-4: answering literal, inferential and personal response questions about text. (8.RL.1)
ELA.7.R.RL.02	Determine main idea/analyze development/provide objective summary	(7.RL.02) ELA: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-19: describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.
ELA.7.R.RL.03	Analyze how particular elements of a story or drama interact	(7.RL.03) ELA: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
ELA.7.R.RL.04	Determine how words/phrases/rhymes/sounds used impact a text	(7.RL.04) ELA: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text. (7.RL.4) HI-10: locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of). (7.RL.4) HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since). (7.RL.4)

ELA.7.R.RL.05	Analyze how drama's/poem's structure contributes to its meaning	(7.RL.05) ELA: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
ELA.7.R.RL.06	Analyze how an author develops POV of characters/narrators in text	(7.RL.06) ELA: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
ELA.7.R.RL.07	Analyze techniques of a written text w/other mediums' versions	(7.RL.07) ELA: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-17: analyzing the settings within a fictional text. (Fiction) HI-18: comparing, contrasting, and describing the connections between two settings within a fictional text. (7.RL.3)
ELA.7.W	Writing	
ELA.7.4	Productivity	
ELA.7.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.7.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.7.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
FCS.7.1	Family and Consumer Science	Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.
MA.7	Mathematics	
MA.7.1	Expressions and Equations	EXPRESSIONS AND EQUATIONS
MA.7.EE.A1	Use properties of operations to generate equivalent expressions	(7.M.EE.A1) Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. [From cluster: Use properties of operations to generate equivalent expressions]
MA.7.EE.B3	Solve multi-step problems posed with +/- rational numbers	(7.M.EE.B3) Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. [From cluster: Use properties of operations to generate equivalent expressions]
MA.7.EE.B4a	Solves word problems leading to the creation/use of equations	(7.M.EE.B4.a) Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? [From cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations]
MA.7.EE.B4b	Solve problems leading to inequalities w/specific rational numbers	(7.M.EE.B4.b) Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions. [From cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations]
MA.7.2	Geometry	GEOMETRY
MA.7.G.A1	Solve problems involving scale drawings; reproduce scale drawing	(7.M.G.A1) Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. [From cluster: Draw construct, and describe geometrical figures and describe the relationships between them]
MA.7.G.A2	Draw geometric shapes with given conditions	(7.M.G.A2) Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. [From cluster: Draw construct, and describe geometrical figures and describe the relationships between them]
MA.7.G.A3	Describe 2-d figures that result from slicing 3-d figures	(7.M.G.A3) Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. [From cluster: Draw construct, and describe geometrical figures and describe the relationships between them]

MA.7.G.B4	Know formulas for area/circumference of circle; solve problems	(7.M.G.B4) Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. [From cluster: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume]
MA.7.G.B5	Solve real-life and mathematical problems involving angle measure	(7.M.G.B5) Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. [From cluster: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume]
MA.7.G.B6	Solve real-world and mathematical problems of 2d- and 3-d objects	(7.M.G.B6) Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. [From cluster: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume]
MA.7.3	The Number System	THE NUMBER SYSTEM
MA.7.NS.A1b	Interpret rational numbers sums by describing real-world contexts	(7.M.NS.A1.b) Understand p + q as the number located a distance lql from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. [From cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers]
MA.7.NS.A1d	Apply properties of operations to add & subtract rational numbers	(7.M.NS.A1.d) Apply properties of operations as strategies to add and subtract rational numbers. [From cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers]
MA.7.NS.A2a	Apply understandings of operations w/fractions to rational numbers	(7.M.NS.A2.a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (−1)(−1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. [From cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers]
MA.7.NS.A2b	Understand that/demonstrate how integers can be divided	(7.M.NS.A2.b) Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then −(p/q) = (−p)/q = p/(−q). Interpret quotients of rational numbers by describing real-world contexts. [From cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers]
MA.7.NS.A3	Solve problems involving four operations with rational numbers	(7.M.NS.A3) Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) [From cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers]
MA.7.4	Ratios and Proportional Relationships	RATIOS AND PROPORTIONAL RELATIONSHIPS
MA.7.RP.A2ad	Analyze/use proportional relationships to solve problems	(7.M.RP.A2.a-d) Recognize and represent proportional relationships between quantities. [From cluster: Analyze proportional relationships and use them to solve real-world and mathematical problems]
MA.7.RP.A3	Use proportional relationships to solve ratio and percent problems	(7.M.RP.A3) Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. [From cluster: Analyze proportional relationships and use them to solve real-world and mathematical problems]
MA.7.5	Statistics and Probability	STATISTICS AND PROBABILITY
MA.7.SP.A2	Use random sampling to draw inferences about a population	(7.M.SP.A2) Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. [From cluster: Use random sampling to draw inferences about a population]
MA.7.SP.C6	Investigate chance processes; develop/evaluate probability models	(7.M.SP.C6) Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. [From cluster: Investigate chance processes and develop, use, and evaluate probability models]
MA.7.SP.C8ac	Find probabilities using lists/tables/tree diagrams/simulation	(7.M.SP.C8.a-c) Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. [From cluster: Investigate chance processes and develop, use, and evaluate probability models]
MA.7.6	Productivity	
MA.7.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.7.SSD.02	Work Habits	Student completes assignments and work on time
MA.7.SSD.03	Participation	Student is actively engaged and contributing to the class.

MUS.7.1	Music	Music
PE.7.1	Physical Education	Physical Education
SCI.7.1	Science	Science
SOC.7.1	Social Studies	Social Studies
8	**Grade 8**	
ART.8.1	Art	Art
COMP.8.1	Computers	In Computer Applications courses, students acquire knowledge of and experience in the proper and efficient use of previously written software packages. These courses explore a wide range of applications, including (but not limited to) word-processing, spreadsheet, graphics, and database programs, and they may also cover the use of electronic mail and desktop publishing.
ELA.8	English Language Arts	
ELA.8.2	Reading Informational	
ELA.8.R.RI.1	Draw conclusions/cite evidence from info implied/inferred in text	(8.RI.1) ELA: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-4: answering literal, inferential and personal response questions about text HI-5: generating clarifying questions about text. HI-14: drawing conclusions from information implied or inferred in a literary selection
ELA.8.R.RI.2	Determine/analyze central idea/details and provide summary of text	(8.RI.2) ELA: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-6: retelling a literary selection by sequencing events using transition words. HI-8: summarizing the main idea and supporting details from text using academic vocabulary.
ELA.8.R.RI.3	Analyze connections/distinctions among people/ideas/events in text	(8.RI.3) ELA: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
ELA.8.R.RI.4	Determine the meaning of words/phrases as they are used in a text	(8.RI.4) ELA:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ELP:Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-21: applying understanding of content area vocabulary within math, science and social studies texts. HI-25: explaining the purpose of print (font) features in nonfiction text. HI-31: identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELA.8.R.RI.5	Analyze/explain the purpose of organizational features in a text	(8.RI.5) ELA: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-26: explaining the purpose of organizational features on a page of nonfiction text.
ELA.8.R.RI.6	Determine/analyze the author's POV and stated or implied purpose	(8.RI.6) ELA: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).
ELA.8.R.RI.8	Evaluate argument/specific claims/evidence/reasoning made in text	(8.RI.8) ELA: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA.8.R.RI.9	Analyze texts with conflicting information on the same topic	(8.RI.9) ELA: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
ELA.8.11	Reading Literature	
ELA.8.R.RL.1	Draw conclusions/cite evidence from info implied/inferred in text	(8.RL.1) ELA: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI4: answering literal, inferential and personal response questions about text. (8.RL.1)

ELA.8.R.RL.2	Determine/analyze central idea/details and provide summary of text	(8.RL.2) ELA: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ELP:Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Fiction) HI-19: describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.
ELA.8.R.RL.3	Analyze connections/distinctions among people/ideas/events in text	(8.RL.3) ELA: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.8.R.RL.4	Determine the meaning of words/phrases as they are used in a text	(8.RL.4) ELA: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ELP: Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. (Non-Fiction/Fiction) HI-9: locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text. (8.RL.4) HI-10: locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of). (8.RL.4) HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since). (8.RL.4)
ELA.8.R.RL.5	Compare/contrast texts structure; analyze impact on meaning/style	(8.RL.5) ELA: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
ELA.8.R.RL.6	Analyze how POV differences create effects (e.g. humor/suspense)	(8.RL.6) ELA: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
ELA.8.W	Writing	
ELA.8.19	Productivity	
ELA.8.R.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
ELA.8.R.SSD.02	Work Habits	Student completes assignments and work on time
ELA.8.R.SSD.03	Participation	Student is actively engaged and contributing to the class.
FCS.8.1	Family and Consumer Science	Family and Consumer Science—Comprehensive courses are inclusive studies of knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.
MA.8	Mathematics	
MA.8.1	Expressions and Equations	EXPRESSIONS AND EQUATIONS
MA.8.EE.A1	Know/appy the properties of integer exponents	(8.M.EE.A1) Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 × 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. [From cluster: Work with radicals and integer exponents]
MA.8.EE.A2	Use square/cube root symbols to represent solutions to equations	(8.M.EE.A2) Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that SQRT2 is irrational. [From cluster: Work with radicals and integer exponents]
MA.8.EE.A4	Perform operations expressed in decimal/scientific notation	(8.M.EE.A4) Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. [From cluster: Work with radicals and integer exponents]
MA.8.EE.B5	Understand concepts of proportional relationship/linear equations	(8.M.EE.B5) Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. [From cluster: Understand the connections between proportional relationships, lines, and linear equations]
MA.8.EE.C7ab	Solve linear equations in one variable	(8.M.EE.C7.a-b) Solve linear equations in one variable. [From cluster: Understand the connections between proportional relationships, lines, and linear equations]
MA.8.EE.C8	Analyze and solve pairs of simultaneous linear equations	(8.M.EE.C8.a-c) Analyze and solve pairs of simultaneous linear equations. [From cluster: Understand the connections between proportional relationships, lines, and linear equations]
MA.8.8	Functions	FUNCTIONS

MA.8.F.A2	Compare properties of two functions represented in different ways	(8.M.F.A2) Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. [From cluster: Define, evaluate, and compare functions]
MA.8.F.A3	Interpret equations defining linear/nonlinear functions	(8.M.F.A3) Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s^2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. [From cluster: Define, evaluate, and compare functions]
MA.8.F.B4	Construct a function to model a relationship between quantities	(8.M.F.B4) Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. [From cluster: Understand the connections between proportional relationships, lines, and linear equations]
8.M.F.B5	Describe/analyze functional relationship between two quantities	(8.M.F.B5) Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. [From cluster: Use functions to model relationships between quantities]
MA.8.13	Geometry	GEOMETRY
MA.8.G.A5	Understand congruence/similarity using models, etc.	(8.M.G.A5) Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. [From cluster: Understand congruence and similarity using physical models, transparencies, or geometry software]
MA.8.G.B7	Apply Pythagorean Theorem to solve 2-& 3-d problems	(8.M.G.B7) Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. [From cluster: Understand and apply the Pythagorean Theorem]
MA.8.G.B8	Apply Pythagorean Theorem to find distance between two points	(8.M.G.B8) Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. [From cluster: Understand and apply the Pythagorean Theorem]
MA.8.17	The Number System	THE NUMBER SYSTEM
MA.8.NS.A2	Apply rational numbers to approximate irrational numbers	(8.M.NS.A2) Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., pi^2). For example, by truncating the decimal expansion of SQRT2, show that SQRT2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. [From cluster: Know that there are numbers that are not rational, and approximate them by rational numbers]
MA.8.19	Statistics And Probability	STATISTICS AND PROBABILITY
MA.8.SP.A1	Construct/interpret scatter plots for bivariate measurement data	(8.M.SP.A1) Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. [From cluster: Investigate patterns of association in bivariate data]
MA.8.SP.A3	Use equation of a linear model to solve problems of bivariate data	(8.M.SP.A3) Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. [From cluster: Investigate patterns of association in bivariate data]
MA.8.SP.A4	Investigate patterns of association in bivariate categorical data	(8.M.SP.A4) Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? [From cluster: Investigate patterns of association in bivariate data]
MA.8.23	Productivity	
MA.8.SSD.01	Conduct / Citizenship	To exemplify superior honor and discipline within the class and school environment.
MA.8.SSD.02	Work Habits	Student completes assignments and work on time
MA.8.SSD.03	Participation	Student is actively engaged and contributing to the class.

MUS.8.1	Music	Music
PE.8.1	Physical Education	Physical Education
SCI.8.1	Science	Science
SOC.8.1	Social Studies	Social Studies
STEM.8.1	STEM	Science Technology Engineering Mathematics