

COMMON CORE STATE STANDARDS



PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Parent Handbook Grades K-9

2012

Mississippi State Conference NAACP

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You can learn more about One Voice at www.uniteonevoice.org.

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Introduction

This handbook gives parents an introduction to Mississippi's Common Core State Standards (CCSS) and a summary of what students are expected to know and be able to do in English Language Arts and Mathematics. Summarily, as students advance from Kindergarten through Grade 8, they are expected to: (1) meet each year's grade specific standards, (2) retain or further the development of skills and concepts mastered in preceding grades, and (3) work steadily toward the goal of matriculating into post-secondary education or into the workforce.

What is the Common Core State Standards Initiative?

The Common Core State Standards Initiative is a collaborative effort between the National Governors Association and the Council of Chief State School Officers. The result of this partnership was the development and adoption of a core set of academic standards in English Language Arts and Mathematics. The adoption of the common core standards enables states to provide teachers, parents, and students with a curriculum framework that is consistent across states; allows for equal access; prepares students to compete globally; allows for more focused professional development; allows for the development of a common assessment; and provides the opportunity to compare and evaluate policies that affect student achievement in participating states.

Why Common Core State Standards?

Parents, teachers, school administrators and experts from across the country together with state leaders, through their membership in the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) led the effort to develop a common core of state standards.

The Mississippi Board of Education adopted the Common Core State Standards in English Language Arts and Mathematics in June 2010. In this process, Mississippi elected to adopt the standards in totality after determining that they were sufficiently rigorous and comprehensive without additional state standards.

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

Common standards will ensure that all students, no matter where they live, are prepared for success in postsecondary education and the workforce. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students.

We want to make sure that every child across the country is given the tools they need to succeed. High standards that are consistent across states provide teachers, parents, and students with a set of clear expectations that everyone can work toward together. This will ensure that we maintain America's competitive edge, so that all of our students are well

prepared with the skills and knowledge necessary to compete with not only their peers here at home, but with students from around the world.

Mississippi's Adoption of Common Core State Standards

The Mississippi Board of Education adopted the Common Core State Standards in English Language Arts and Mathematics in June 2010. In this process, Mississippi elected to adopt the standards in totality after determining that they were sufficiently rigorous and comprehensive without additional state standards.

Alignment analysis of the MS Math Framework with the CCSS reveals that (1) alignment is not good; (2) many specifics in CCSS are addressed in the state framework but at a lower grade level(s); (3) several of the state math objectives are not mentioned in the CCSS; and (4) the CCSS for math are more rigorous than the MS Math Framework.

Alignment analysis for the MS English Language Arts Framework with CCSS reveals (1) overall alignment is good; (2) few specifics in the CCSS are not addressed in the state ELA framework or not addressed at the same grade level; (3) many of the state ELA objectives and sub-objectives are not mentioned in the CCSS; and, (4) rigor is comparable.

Organization of Standards

Overview of the Mathematics Standards

For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on the promise of common standards, the standards must address the problem of a curriculum that is “a mile wide and an inch deep.” The Common Core State Standards are a substantial answer to that challenge. These standards endeavor to follow a coherent and consistent mathematical design, not only by stressing conceptual understanding of key ideas, but also by continually returning to organizing principles. These standards define what students should understand and be able to do in their study of mathematics.

Overview of the Grade-Specific English Language Arts Standards

The grade-specific English Language Arts common core standards are translated into age-appropriate goals for students in reading, writing, speaking, listening, and language. The standards represent the natural progression of meeting the expectations of college and career readiness and the development of a literate person in the twenty-first century. Students who meet the standards will be able to: (1) critically read and understand various forms of text (literature and informational); (2) write various types of text (argumentative, informational/explanatory, narrative, research) with supporting evidence; (3) work collaboratively with peers to complete a task; and, (4) communicate effectively through the use of formal and informal language.

MATHEMATICS

Standards of Mathematical Practice

The Standards for Mathematical Practice describe the skills and conceptual understanding that all educators will seek to develop in their students. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

There are eight (8) Standards for Mathematical Practice:

- | | |
|--|---|
| <ul style="list-style-type: none">• Make sense of problems and persevere in solving them.<ul style="list-style-type: none">• Understand meaning of problem• Plan solution pathways• Monitor and evaluate progress• Check answers and ask the question: “Does this make sense?”• Reason abstractly and quantitatively.<ul style="list-style-type: none">• Make sense of quantities and their relationships in problems• Create coherent representations of problems• Knowing/using different properties of operations and objects• Construct viable arguments and critique the reasoning of others.<ul style="list-style-type: none">• Construct arguments• Justify conclusions with mathematical ideas• Listen and respond to arguments of others• Determine correct conclusions• Model with mathematics.<ul style="list-style-type: none">• Apply mathematics to problems in everyday life• Make assumptions and approximations to simplify a complicated situation• Interpret results in the context of the situation and reflect on whether the results make sense | <ul style="list-style-type: none">• Use appropriate tools strategically.<ul style="list-style-type: none">• Use proper mathematical tools to solve problems• Familiarity with grade appropriate tools (such as pencil and paper, concrete models, ruler, protractor, calculator, spreadsheets, computer programs, digital media, and other technological tools)• Attend to precision.<ul style="list-style-type: none">• Communicate precisely to others• Use clear definitions in discussion with others and in mathematical reasoning• Calculate accurately and efficiently• Look for and make use of structure.<ul style="list-style-type: none">• Look closely to discern patterns and structures• Step back for an overview and shift perspective• See complicated things as single objects or as being composed of several objects• Look for and identify ways to create shortcuts when doing problems.<ul style="list-style-type: none">• Notice if calculations are repeated, and look both for general methods and for shortcuts• Maintain oversight of the process, while attending to details• Evaluate the reasonableness of the intermediate results |
|--|---|

Grade K Overview | Mathematics

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).



Which group has more?
Which group has less?
Are they equal?

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Six crayons are in the box. Two are red and the rest are blue.
How many blue crayons are in the box?

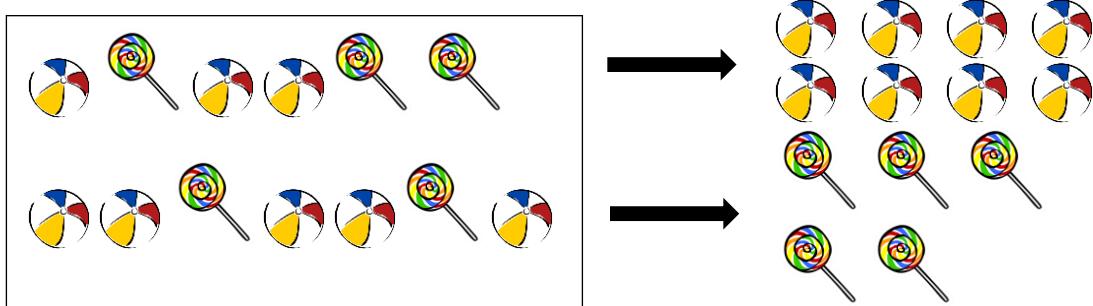


Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

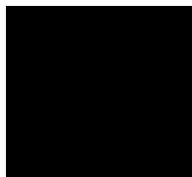
- Classify objects and count the number of objects in categories.



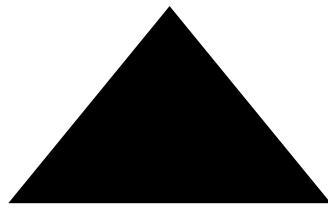
Geometry

- **Identify and describe shapes.**

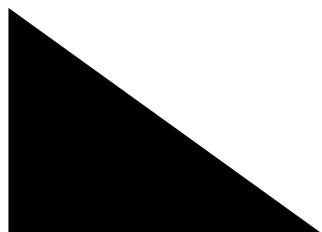
(a)



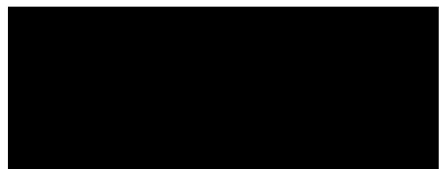
(b)



(c)



(d)



How many sides and corners do these shapes have?

Which shape has sides of equal length?

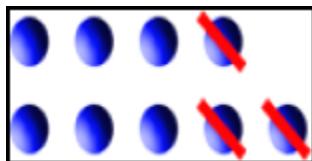
Grade 1 Overview | Mathematics

Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction.**

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).

Kisha has 9 balls. She gave 3 to Terry. How many balls does Kisha have now?



- **Understand and apply properties of operations and the relationship between addition and subtraction.**

Apply properties of operations as strategies to add and subtract.

Examples:

If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.

(Commutative property of addition.)

To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.

(Associative property of addition.)

- **Add and subtract within 20.**

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten

(e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

- **Work with addition and subtraction equations.**

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

Example:

Which of the following equations are true and which are false?

- (a) $6 = 6$ (b) $7 = 8 - 1$ (c) $5 + 2 = 2 + 5$ (d) $4 + 1 = 5 + 2$.

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Example:

Determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Todd has a fish tank that contained 28 goldfish and 34 angel fish. How many fish are in his fish tank?



Measurement and Data

- Measure lengths indirectly and by iterating length units.

Example: How long is the pencil in terms of paper clips?

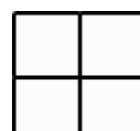


- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Example: What shapes can be made from four squares?

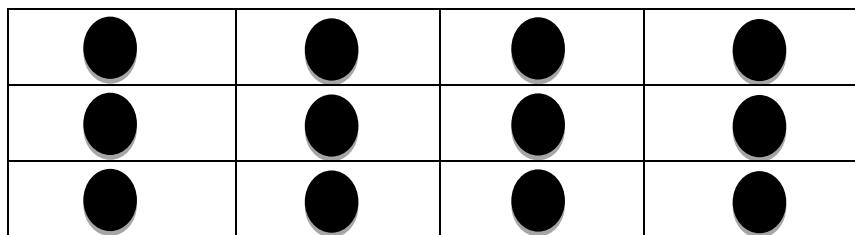


Grade 2 Overview | Mathematics

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.
Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Example: What is the total number of circles below?



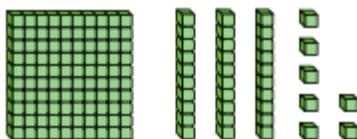
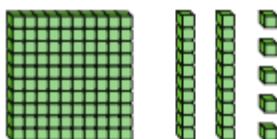
$$3 + 3 + 3 + 3 = 12 \quad (4 \text{ columns with } 3 \text{ circles in each column})$$
$$4 + 4 + 4 = 12 \quad (3 \text{ rows with } 4 \text{ circles in each row})$$

Number and Operations in Base Ten

- Understand place value.

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Example: Compare these two numbers: 125 ○ 137.



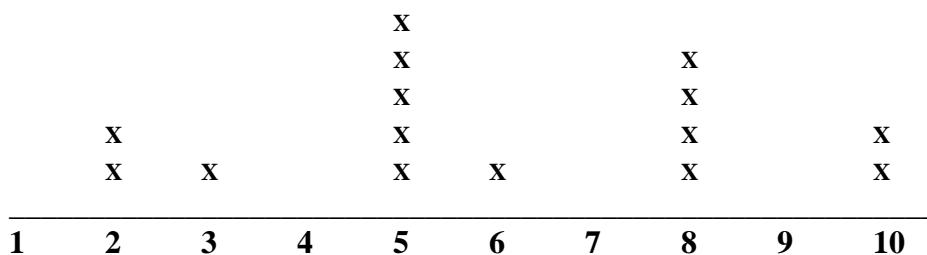
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Example: Measure 15 objects in the box to the nearest inch. Then display your data on a line plot.

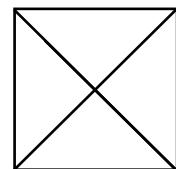
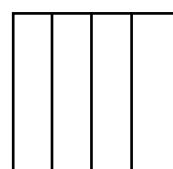
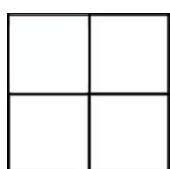


Geometry

- Reason with shapes and their attributes.

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Example: Divide each square into fourths a different way.

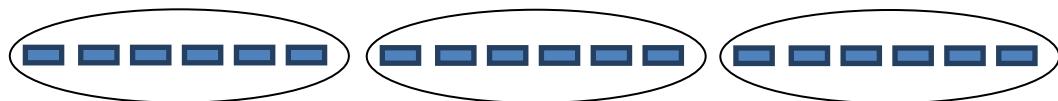


Grade 3 Overview | Mathematics

Operations and Algebraic Thinking

- **Represent and solve problems involving multiplication and division.**
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

Example: There are 18 desks in the classroom. If the teacher puts 6 desks in each row, how many rows are there?

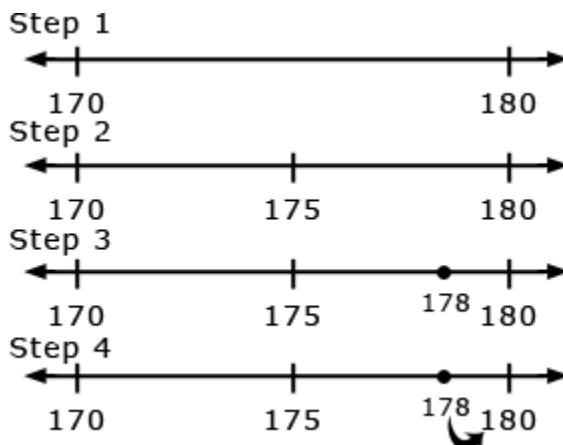


- **Understand properties of multiplication and the relationship between multiplication and division.**
- **Multiply and divide within 100.**
- **Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

Number and Operations in Base Ten

- **Use place value understanding and properties of operations to perform multi-digit arithmetic.**

Example: Round 178 to the nearest 10.



Number and Operations—Fractions

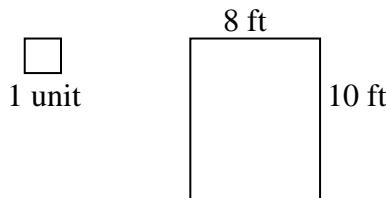
- **Develop understanding of fractions as numbers.**

Measurement and Data

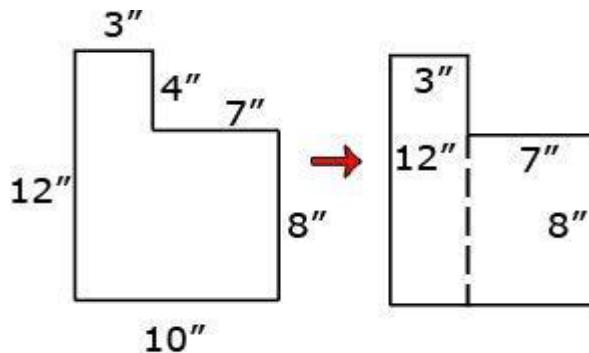
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Relate area to the operations of multiplication and addition.

Example: Jason wants to tile the bathroom floor using 1 foot tiles. How many square foot tiles will he need?



Example: Robert put carpet on his bedroom floor. Before he carpets the room, he has to find the area first. Find the area of Robert's room with the given lengths below.



- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

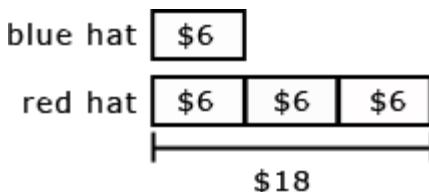
Grade 4 Overview | Mathematics

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.

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).

Example: A red hat costs \$18 and a blue hat costs \$6. How many times as much does the red hat cost as the blue hat?



- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.

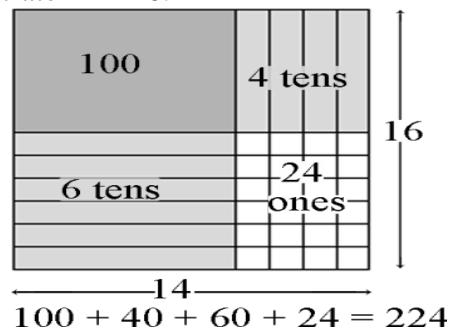
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Example: How is the 2 in the number 582 similar to and different from the 2 in the number 528?

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

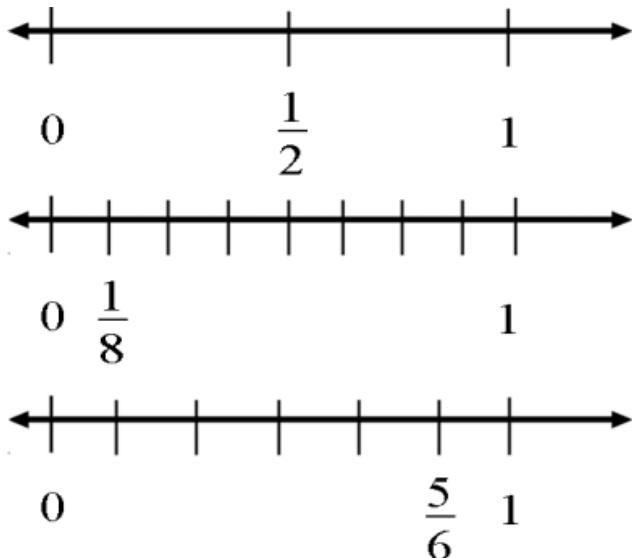
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Example: Illustrate 14×16 .



- Extend understanding of fraction equivalence and ordering.

Example: Put the fractions in order from least to greatest.



- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

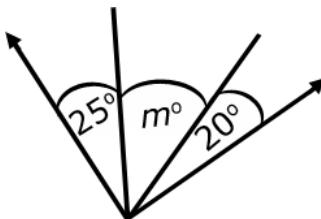
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Example: If the two rays are perpendicular, what is the value of m ?



Grade 5 Overview | Mathematics

Operations and Algebraic Thinking

- **Write and interpret numerical expressions.**

To further develop students' understanding of grouping symbols and facility with operations, students place grouping symbols in equations to make the equations true or they compare expressions that are grouped differently.

Examples:

- $25 - 8 - 3 = 20 \rightarrow 25 - (8 - 3) = 20$
- $2 \times 225 \div 25 + 6 = 24 \rightarrow [2 \times (225 \div 25)] + 6 = 24$
- $24 \div 12 \div 6 \div 2 = 2 \times 9 + 3 \div \frac{1}{2} \rightarrow 24 \div [(12 \div 6) \div 2] = (2 \times 9) + (3 \div \frac{1}{2})$
- Compare $4 \times 3 + 7$ and $4 \times (3 + 7)$
- Compare $18 - 5 + 8$ and $18 - (5 + 8)$

- **Analyze patterns and relationships.**

Number and Operations in Base Ten

- **Understand the place value system.**
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Example:

Subtract $4 - 0.3$



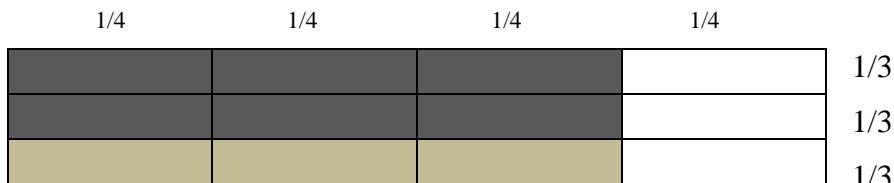
Thus, the solution is 3 and $\frac{7}{10}$ or 3.7.

Number and Operations—Fractions

- **Use equivalent fractions as a strategy to add and subtract fractions.**

Example:

Three-fourths of the class is boys. Two-thirds of the boys are wearing tennis shoes. What fraction of the class is boys with tennis shoes?



Therefore, one-half of the class is boys with tennis shoes.

- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.

Examples:

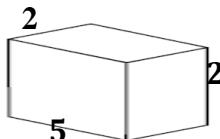
100 cm = 1 meter; 1,000 mm = 1 meter; 10 meters = 0.1 hm;
3 yards = 12 feet; 24 inches = 2 feet

- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Example:

When given 20 cubes, students make as many rectangular prisms as possible with a volume of 20 cubic units. Using the formula for the volume of a rectangular prism ($V = l \times w \times h$), students build the prisms and record possible dimensions.

One cube



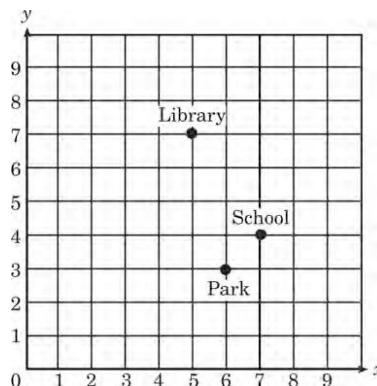
	Length	Width	Height
	5	2	2
	1	20	1
	2	10	1

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.

Example:

Using the coordinate grid, which ordered pair represents the location of the School? Explain a possible path from the school to the library.

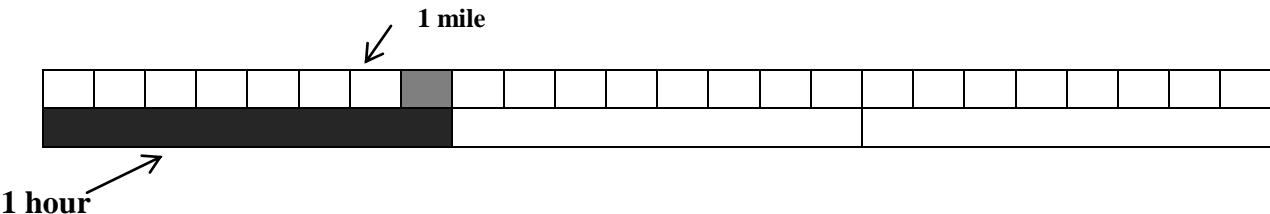


Grade 6 Overview | Mathematics

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

Example: On a bicycle, Jack can travel 24 miles in 3 hours. What are the unit rates in this situation (the distance Jack can travel in 1 hour and the amount of time required to travel 1 mile)?



The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Multiply and divide multi-digit numbers and find common factors and multiples.

Example:

The high school breakfast menu repeats every 18 days and the middle school breakfast menu repeats every 12 days. Pancakes are being served for breakfast at both schools today. In how many days will both schools serve pancakes again?

One way to find the least common multiple is to find the prime factorization of each number: $2x3x3 = 18$ and $2x2x3 = 12$; to be a multiple of 18, a number must have 1 factor of 2 and 2 factors of 3 ($2x3x3$); to be a multiple of 12, a number must have 2 factors of 2 and one factor of 3. The least common multiple of 18 and 12 must have 2 factors of 2 and 2 factors of 3-- ($2x2x3x3$) or 36.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Example:

What is the relationship between the two variables x and y ? Write an expression that illustrates the relationship.

x	0	1	2	3	4
y	0	4	7	10	13

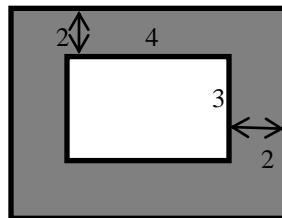
The expression that illustrates the relationship is $y = 3x + 1$.

Geometry

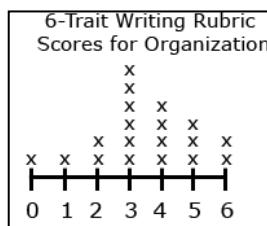
- Solve real-world and mathematical problems involving area, surface area, and volume.

Example:

A border that is 2 ft. wide surrounds a rectangular flowerbed 3 ft. by 4 ft. What is the area of the border?

**Statistics and Probability**

- Develop understanding of statistical variability.

**Example:**

Consider the data shown in the dot plot of the six trait scores for organization for a group of students.

How many students are represented in the data set?

What are the mean and median of the data set? What do these values mean? How do they compare?

What is the range of the data? What does this value mean?

Grade 7 Overview | Mathematics

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

Example:

If $\frac{3}{4}$ gallon of paint covers $\frac{1}{2}$ of a wall, then how much paint is needed for the entire wall?

Solution:

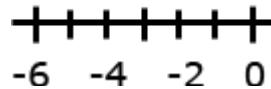
$$\frac{3/4 \text{ gal}}{1/2 \text{ wall}} = \frac{3/4 \text{ gal}}{1/2 \text{ wall}} \times \frac{2/1 \text{ wall}}{2/1 \text{ wall}} = \frac{6/4 \text{ gallons per 1 wall}}{1 \text{ wall}} = 1\frac{1}{2} \text{ gallons per 1 wall or } 1.5 \text{ gallons per 1 wall}$$

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Example:

Use a number line to subtract: $-6 - (-4)$.



Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Example:

The youth group is going on a trip to the state fair. The trip costs \$52. Included in that price is \$11 for a concert ticket and the cost of 2 passes—one for the rides and one for the game booths. Each pass costs the same price. Write an equation representing the cost of the trip and determine the price of one pass.

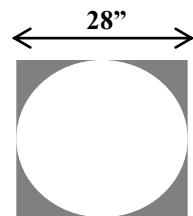
x =cost of one pass

x	x	\$11	$2x + 11$
		\$52	52

Geometry

- **Draw, construct and describe geometrical figures and describe the relationships between them.**
- **Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.**

Example: If a circle is cut from a square piece of plywood, how much plywood would be left over?



Statistics and Probability

- **Use random sampling to draw inferences about a population.**
- **Draw informal comparative inferences about two populations.**
- **Investigate chance processes and develop, use, and evaluate probability models.**

Example A:

Jason is tossing a fair coin. He tosses the coin ten times and it lands on heads eight times. If Jason tosses the coin an eleventh time, what is the probability that it will land on heads?

Example B:

Conduct an experiment using a Styrofoam cup by tossing the cup and recording how it lands.

- How many trials were conducted?
- How many times did it land right side up?
- How many times did it land upside down?
- How many times did it land on its side?
- Determine the probability for each of the above results.

Grade 8 Overview | Mathematics

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Example: Change 0.4 to a fraction.

Let $x = 0.444444\dots$

Multiply both sides so that the repeating digits will be in front of the decimal. In this example, one digit repeats so both sides are multiplied by 10, giving $10x = 4.444444\dots$

Subtract the original equation from the new equation.

$$10x = 4.444444\dots$$

$$- x = 0.444444\dots$$

$$\underline{9x = 4}$$

$$x = 4/9$$

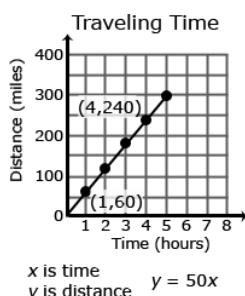
Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.

Example:

Compare the scenarios to determine which represents a greater speed. Explain your choice including a written description of each scenario. Be sure to include the unit rates in your explanation.

Scenario 1:



Scenario 2:

$$y = 55x$$

x is time in hours
y is distance in miles

- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.

Example:

Compare the following functions to determine which has the greater rate of change.

Function 1

$$y = 2x + 4$$

Function 2

x	y
-1	-6
0	-3
2	3

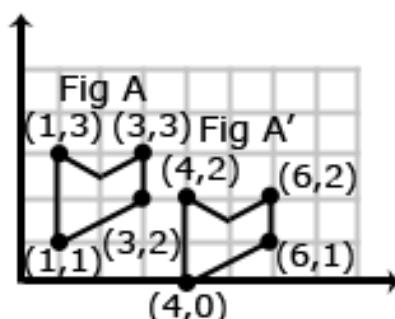
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.

Example:

Is Figure A congruent to Figure A'? Explain how you know.



These figures are congruent since A' was produced by translating each vertex of Figure A 3 to the right and 1 down.

- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability

- **Investigate patterns of association in bivariate data.**

The chart below lists the life expectancy in years for people in the United States every five years from 1970 to 2005. What would you expect the life expectancy of a person in the United States to be in 2010, 2015, and 2020 based upon this data? Explain how you determined your values.

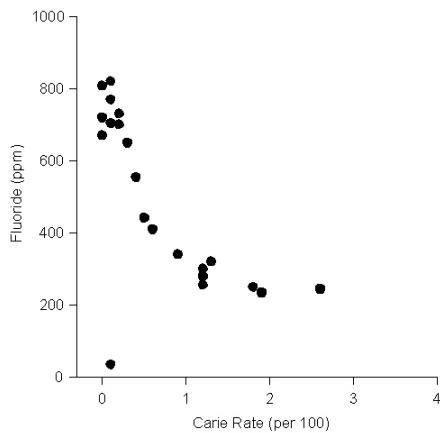
Date	1970	1975	1980	1985	1990	1995	2000	2005
Life Expectancy (in years)	70.8	72.6	73.7	74.7	75.4	75.8	76.8	77.4

Solution: There is a positive association. Students should use a graphing calculator to enter the given data and calculate the “line of best fit”. This would give them the appropriate values for life expectancy in the years 2010, 2015, and 2020.

Students recognize that points may be away from the other points (outliers) and have an effect on the linear model.

NOTE: Use of the formula to identify outliers is not expected at this level.

Students recognize that not all data will have a linear association. Some associations will be non-linear as in the example below:



Algebra Overview | Mathematics

Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Example:

Use the structure of an expression to identify ways to rewrite it.

Factor $x^4 - y^4$

Solution: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2) = (x + y)(x - y)(x^2 + y^2)$

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials.

Example:

Simplify: $[3(x + y) + x^2] - 5y + 2(x^2 - 7)$

Solution: $[3x + 3y + x^2] - 5y + 2x^2 - 14$

$$\rightarrow 3x + 3y + x^2 - 5y + 2x^2 - 14$$

$$\rightarrow 3x - 2y + 3x^2 - 14$$

$$\rightarrow 3x^2 + 3x - 2y - 14$$

- Understand the relationship between zeros and factors of polynomials.
- Use polynomial identities to solve problems.
- Rewrite rational expressions.

Creating Equations

- Create equations that describe numbers or relationships.

Example:

Jeremy is planning a trip to Italy. In checking the weather there, he sees the weather forecast indicates the temperature is given in degrees Celsius. To help him pack properly for the trip, Jeremy needs an idea of what the temperature will be in Fahrenheit. He remembers that $C = \frac{5}{9}(F - 32)$. How will Jeremy find the temperature in Fahrenheit?

Solution: $C = \frac{5}{9}(F - 32)$; $9C = 5(F - 32)$; $9C = 5F - 160$; $9C + 160 = 5F$
 $(9C + 160)/5 = F$; $F = (9C + 160)/5$

Reasoning with Equations and Inequalities

- **Understand solving equations as a process of reasoning and explain the reasoning.**
- **Solve equations and inequalities in one variable.**
- **Solve systems of equations.**

Example:

Using the addition and multiplication properties of equality for the system of equations below, create a new system of equations. Then verify that the new system has the same solution as the original.

$$\begin{bmatrix} 2x + y = -5 \\ x - 3y = 8 \end{bmatrix} \rightarrow \begin{bmatrix} -3(2x + y = -5) \\ 2(x - 3y = 8) \end{bmatrix} \rightarrow \begin{bmatrix} -6x - 3y = 15 \\ 2x - 6y = 16 \end{bmatrix}$$

- **Represent and solve equations and inequalities graphically.**

College and Career Readiness Standards

Reading, Writing, Speaking, Listening, and Language

The College and Career Readiness Standards (CCR) outline the literacy expectation that must be met for students to be prepared to enter college and workforce training programs.

Students who are college and career ready in reading, writing, speaking, listening, and language:

- **Demonstrate independence.**
 - Comprehend and evaluate text about any subject
 - Discern a speaker's key points, request clarification, and ask relevant questions
 - Are self-directed learners
- **Build strong content knowledge.**
 - Knowledgeable about a wide range of subjects
 - Participate in research
 - Read and listen purposefully
- **Respond to the varying demands of audience, task, purpose, and discipline.**
 - Adapt their communication in relation to audience, task, purpose, and discipline
 - Know that different disciplines call for different types of evidence
- **Comprehend as well as critique.**
 - Engaged and open-minded-but discerning-readers and listeners
 - Questions an author's or speaker's assumptions and premises

- **Value evidence.**
 - Site specific evidence
 - Use relevant evidence when supporting their own points in writing and speaking
- **Use technology and digital media strategically and capably.**
 - Use technology to enhance their reading, writing, speaking, listening, and language use
 - Familiar with the strengths and weaknesses of technology
- **Understand other perspectives and cultures.**
 - Appreciate diversity
 - Seek to understand other perspectives and cultures through reading and listening
 - Communicate effectively with people of varied backgrounds

Grade K Overview | English Language Arts



Kindergarten students interact with literature and informational text with prompting and support.

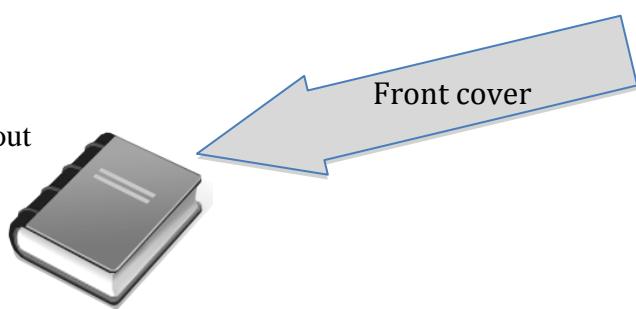
READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Identify and ask questions about key details in a text.
- Retell a familiar story or key details of a text.
- Identify and make connections between two individuals/characters, settings, major events, ideals, or pieces of information.

Craft and Structure

- Identify unknown words.
- Formulate and answer questions about unknown words in the text.
- Identify parts of a book.



Integration of Knowledge and Ideas

- Identify similarities and differences between two text on the same topic.

Range of Reading and Level of Text Complexity

- Engage in group reading activities regarding key ideas & details, craft & structure, and the integration of knowledge & ideas.

READING FOUNDATIONAL SKILLS

Print Concepts

- Recognize and name upper and lowercase letters.
- Follow words from left to right, top to bottom and page by page.

Phonological Awareness

- Recognize and produce rhyming words.
- Count syllables in spoken words.

Phonics and Word Recognition

- Identify the sounds of the letters that are different.
- Recognize high-frequency sight words.

Fluency

- Read emergent-reader texts with purpose and for understanding.

WRITING

Text Types and Purposes

- Recognize what an opinion is.
- Draw, tell, or write a story or explain an event.

Production and Distribution of Writing

- Respond to questions and suggestions from peers.
- Use basic technology.

Research to Build and Present Knowledge

- Participate in shared research and writing projects.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Participate in discussions.
 - Listen to others.
 - Take turns speaking.
- Follow oral directions.
- Ask and answer questions.
- Identify familiar people, places, things, events or details.

LANGUAGE

Conventions of Standard English

- Recognize many of the letters of the alphabet.
- Recognize and produce a complete sentence.
- Apply correct capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- Recognize that some words and phrases have multiple meanings.



Mouse



Mouse

- Know opposites.

Grade 1 Overview | English Language Arts



First Grade students interact independently with literature and informational text.

READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Identify and ask questions about meaning and key details in a text.
- Retell a story or key details of a text.
- Identify major events and associate details with an individual, event, or idea.

Craft and Structure

- Recognize words and phrases that suggest feelings.



Makaela was very excited about her new pet.

- Recognize when the narrator is telling the story.
- Identify pictures, illustrations, and words.

Integration of Knowledge and Ideas

- Identify similarities and differences between two texts on the same topic.

Range of Reading and Level of Text Complexity

- Engage in reading activities regarding key ideas & details, craft & structure, and the integration of knowledge & ideas.

READING FOUNDATIONAL SKILLS

Print Concepts

- Identify the parts of a sentence.

Phonological Awareness

- Recognize and distinguish between short and long vowel sounds.

Phonics and Word Recognition

- Identify the number of syllables in words.
- Recognize grade-appropriate irregularly spelled words.

Fluency

- Read aloud with accuracy and expression.

WRITING

Text Types and Purposes

- Identify a topic or the name of a book about which to write.
- Determine supporting facts about a topic.

Production and Distribution of Writing

- Recognize how to focus on a topic.
- Use basic technology.

Research to Build and Present Knowledge

- Participate in shared research and writing projects.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Participate in discussions.
 - Listen to others.
 - Take turns speaking.
- Follow oral directions.
- Ask and answer questions.
- Identify people, places, things, events or details.

Presentation of Knowledge and Ideas

- Identify ideas, details and feelings.
- Identify complete sentences in writing and when spoken.

LANGUAGE

Conventions of Standard English

- Recognize common, proper, and possessive nouns.
- Recognize sentence types- complete simple, compound, declarative, interrogative, imperative, and exclamatory sentences.
- Apply correct capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- Recognize that some words and phrases have multiple meanings.



Mouse



Mouse



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Identify key details in a text.
- Identify fables and folktales from diverse cultures.
- Identify major and historical events.

Craft and Structure

- Identify words and phrases relevant to grade 2 text.
- Identify alliteration and other types of figurative language.

Alliteration

“ Susie sells seashells by the seashore.”

- Identify traits of each character.

Integration of Knowledge and Ideas

- Identify and understand information from the images and illustrations in text.
- Compare and contrast important points or versions from two different text.

Range of Reading and Level of Text Complexity

- Identify and understand key ideas & details, craft & structure, and the integration of knowledge & ideas.

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Recognize a prefix and suffix in words.

Prefix = **un** untie Suffix = **er** runner

Fluency

- Read aloud with accuracy, expression, and understanding.

WRITING

Text Types and Purposes

- Identify a topic or the name of a book about which to write.
- Recognize an opinion, informative and explanatory text.

Production and Distribution of Writing

- Recognize how to focus on a topic.
- Use basic computer skills.

Research to Build and Present Knowledge

- Participate in shared research and writing projects.
- Recall and gather information from sources.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Participate in discussions.
- Listen to others.
- Take turns speaking.
- Follow agreed-upon rules for discussion.
- Ask and answer questions about a speaker's statement.

Presentation of Knowledge and Ideas

- Identify relevant details.
- Recount an experience and create an audio recording.

LANGUAGE

Conventions of Standard English

- Identify collective, irregular plural nouns, and reflexive pronouns.
- Know past tense forms of irregular verbs.
- Apply correct capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- Identify compound words.

back + yard = backyard

fire + house = firehouse

rain + bow = rainbow

- Identify and use verbs, adjectives, and adverbs.

Grade 3 Overview | English Language Arts



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Ask and answer questions.
- Identify fables and folktales from diverse cultures.
- Describe the relationships that occur between historical events.

Craft and Structure

- Identify literal and non-literal words and phrases.
- Recognize own point of view.

Integration of Knowledge and Ideas

- Identify specific aspects of a text's illustration and read graphs, charts, diagrams, and timelines.
- Compare and contrast important points or versions from two different texts.

Range of Reading and Level of Text Complexity

- Identify and comprehend key ideas & details, craft & structure, and the integration of knowledge & ideas.

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of common prefixes and suffixes.

Prefix= **mis** **mis**understand

mis- means wrong

Fluency

- Read aloud with accuracy, expression, and understanding.

WRITING

Text Types and Purposes

- Select a topic or text for an opinion piece.
- Develop a topic with facts, definitions, and details.
- Develop a concluding statement or section and recognize closure in others' writing.

Production and Distribution of Writing

- Analyze the reason for writing to decide the task and purpose.
- Recognize how to plan, revise, edit, and rewrite.
- Use appropriate technology.

Research to Build and Present Knowledge

- Conduct shared research using various sources and tools.
- Gather information from print and digital sources.

Range of Writing

- Identify various purposes, organizational structures and different genres for writing.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Participate in discussions.
 - Listen to others.
 - Take turns speaking.
- Follow agreed-upon rules for discussion.
- Ask and answer appropriate questions about a speaker's statement.

Presentation of Knowledge and Ideas

- Identify a topic, facts, and descriptive details.
- Emphasize/enhance facts and details by adding visual displays.
- Differentiate when situation calls for the speaking in complete sentences.

LANGUAGE

Conventions of Standard English

- Identify abstract nouns, verb tenses, subject-verb agreements.
- Apply correct capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Recognize language conventions for writing, speaking, reading, and listening.

Vocabulary Acquisition and Use

- Identify and define root words and affixes.
- Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

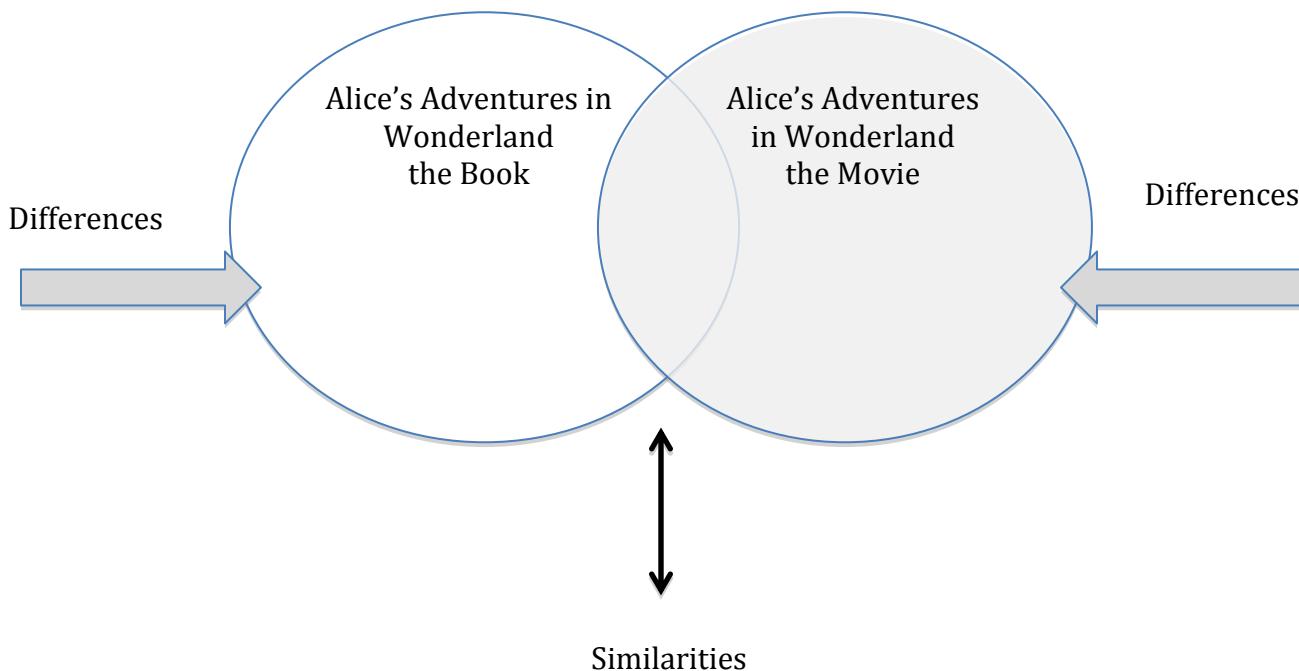
- Differentiate between explicit and inferred information.
- Define the theme of a story, drama, poem, or informational text.
- Identify specific details about: characters, settings, and/or major events.

Craft and Structure

- Recognize general academic words and phrases.
- Identify point of view (including first and third narrations).

Integration of Knowledge and Ideas

- Identify similarities and differences between a text and a visual or oral presentation.



Range of Reading and Level of Text Complexity

- Identify and comprehend key ideas & details, craft & structure, and the integration of knowledge & ideas.

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Explain meanings of prefixes and suffixes.

Fluency

- Apply reading strategies for accuracy, rate, and expression.

WRITING

Text Types and Purposes

- Explain writer's point of view.
- Identify topics developed with facts, definitions, concrete details, and quotations with other information and examples.
- Describe how writers use concrete and sensory details.

Production and Distribution of Writing

- Analyze the reason for writing to decide the task, purpose, or audience.
- Recognize how to plan, revise, edit, and rewrite.
- Use appropriate technology.

Research to Build and Present Knowledge

- Conduct short research projects.
- Gather relevant information from print and digital sources.

Range of Writing

- Identify various purposes, organizational structures, and different genres for writing.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Participate in discussions.
- Discuss agreed-upon rules and roles for discussion.
- Ask and answer appropriate questions about a speaker's statement.

Presentation of Knowledge and Ideas

- Identify a topic, facts, and descriptive details.
- Distinguish between formal and informal language.

LANGUAGE

Conventions of Standard English

- Identify relative pronouns and adverbs.
- Apply correct capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Recognize language conventions for writing, speaking, reading, and listening.

Vocabulary Acquisition and Use

- Define simple similes and metaphors, common idioms, adages, and proverbs.

Grade 5 Overview | English Language Arts



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Quoting and explaining text accurately.
- Compare and contrast the character, setting, or major events in a text.

Craft and Structure

- Recognize general academic words and phrases.
- Recognize examples of figurative language, similes, and metaphors.
- Define and describe the overall text structure.

Integration of Knowledge and Ideas

- Compare and contrast the overall structure of events, ideas, concepts, or information.

Range of Reading and Level of Text Complexity

- Comprehend key ideas & details, craft & structure, and the integration of knowledge & ideas.

READING FOUNDATIONAL SKILLS

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Explain meanings of prefixes and suffixes.

Fluency

- Apply reading strategies for accuracy, rate, and expression.

WRITING

Text Types and Purposes

- Explain writer's purpose.
- Identify topics developed with facts, definitions, concrete details, and quotations.

Production and Distribution of Writing

- Analyze the reason for writing to decide the task, purpose, or audience.
- Recognize how to plan, revise, edit, rewrite, and try a new approach to writing.
- Use appropriate technology.

Research to Build and Present Knowledge

- Conduct short research projects investigating different aspects.
- Recall and gather relevant information from print and digital sources.

Range of Writing

- Identify various purposes, organizational structures, and different genres for writing.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Participate in discussions.
- Discuss agreed-upon rules and roles for discussion.
- Summarize information presented in diverse media visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- Identify an opinion, facts, and descriptive details.
- Distinguish between formal and informal speech.

LANGUAGE

Conventions of Standard English

- Identify relative conjunctions, correlative conjunctions, and interjections.
- Apply correct capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Recognize language conventions for writing, speaking, reading, and listening.

Vocabulary Acquisition and Use

- Identify synonyms, antonyms, and homographs.

HOMOGRAPHS

I tried to record my voice.

My teacher keeps a record of my grades.



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Identify textual evidence.
- Define the central idea and details.
- Recall a series of episodes from a story or drama.

Craft and Structure

- Recognize meaning and tone in a text.
- Identify figurative, connotative, and technical words and phrases.
- Recognize text structure through chronology, comparison, cause/effect, and problem/solution.

Integration of Knowledge and Ideas

- Recognize the differences of multiple texts- text, audio, visual, live performance.
- Recall arguments and claims of a text.

Range of Reading and Level of Text Complexity

- Comprehend key ideas & details, craft & structure, and the integration of knowledge & ideas.

WRITING

Text Types and Purposes

- Select credible sources and recognize claims, relevance, and evidence.
- Recognize the characteristics of a narrative.

Production and Distribution of Writing

- Analyze the reason for writing to decide the task, purpose, or audience.
- Recognize how to plan, revise, edit, rewrite, and try a new approach to writing.
- Use appropriate technology.

Research to Build and Present Knowledge

- Conduct short research projects to answer questions.
- Summarize information from print and digital sources.
- Identify key ideas and details to support conclusions.

Range of Writing

- Identify various purposes, organizational structures for writing.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Identify components of a collegial discussion and planning.
- Define individual roles for particular discussions.
- Visually, quantitatively, and orally interpret information presented in various media and formats.

Presentation of Knowledge and Ideas

- Identify findings claims, descriptions, facts, and details.
- Determine what multimedia components best clarify information in presentations.
- Describe the qualities of formal and informal speech.

LANGUAGE

Conventions of Standard English

- Recognize pronoun case: subjective, objective, possessive.
- Recognize and apply correct capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Recognize language conventions for writing, speaking, reading, and listening.

Vocabulary Acquisition and Use

- Identify common context clues.
- Interpret different types of figures of speech.

IDIOMS

My soccer coach felt that I had great potential. Therefore, he decided to **take me under his wing**.

The idiom, ***take me under his wing***, means to mentor.

- Identify general academic words and phrases.



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Identify textual evidence.
- Define the central idea and details.
- Analyze the interactions between individuals, events, and ideas in a text.

Craft and Structure

- Explain the meaning of a poem.
- Identify figurative, connotative, and technical words and phrases.
- Identify details or examples for developing the point of view or purpose.

Integration of Knowledge and Ideas

- Recognize characteristics of audio, video, and multimedia versions of text.
- Identify a time, place, or character in an historical or fictional account.

Range of Reading and Level of Text Complexity

- Comprehend key ideas & details, craft & structure, and the integration of knowledge & ideas.

WRITING

Text Types and Purposes

- Identify accurate, credible sources.
- Identify various points of view in a narrative.

Production and Distribution of Writing

- Analyze the reason for writing to decide the task, purpose, or audience.
- Recognize how to plan, revise, edit, rewrite, and try a new approach to writing.
- Use appropriate technology.

Research to Build and Present Knowledge

- Conduct steps for research to answer a question.
- Recognize standard formats for citations.
- Identify key ideas and details to support conclusions through research.

Range of Writing

- Identify various purposes, organizational structures for writing.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Identify components of a collegial discussion and planning..
- Define individual roles for particular discussions.
- Define and identify sound reasoning, arguments, reasons, relevant and sufficient evidence, and claims.

Presentation of Knowledge and Ideas

- Identify findings claims, descriptions, facts, and details.
- Describe formal and informal settings.

LANGUAGE

Conventions of Standard English

- Identify compound-complex sentences.
- Recognize and apply correct capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Recognize language conventions for writing, speaking, reading, and listening.

Vocabulary Acquisition and Use

- Identify common context clues.
- Determine the meaning of words using Greek and Latin affixes and roots.

Transportation

trans- across

port- to carry

tion- the act or state of

Meaning:

The act or state of carrying something across.



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Identify textual evidence.
- Understand the theme and central idea of a text.
- Contrast the distinctions between individuals, events, and ideas in a text.

Craft and Structure

- Compare and contrast the structure of two literary texts.
- Identify figurative, connotative, and technical words and phrases.
- Identify conflicting evidence or viewpoints presented in a given text.

Integration of Knowledge and Ideas

- Identify different mediums including print, digital, video, and multimedia.
- Recognize facts or interpretations.

Range of Reading and Level of Text Complexity

- Comprehend key ideas & details, craft & structure, and the integration of knowledge & ideas.

WRITING

Text Types and Purposes

- Identify accurate, credible sources.
- Analyze and organize relevant content using facts, definitions, concrete details, and quotations to develop the topic.

Production and Distribution of Writing

- Analyze the reason for writing to decide the task, purpose, or audience.
- Recognize how to plan, revise, edit, rewrite, and try a new approach to writing.
- Use appropriate technology.

Research to Build and Present Knowledge

- Conduct short research projects that answer questions and draw from several sources.
- Recognize standard formats for citations.
- Identify key ideas and details to support conclusions through research.

Range of Writing

- Identify various purposes, organizational structures for writing.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Describe components of a collegial discussion and planning.
- Define individual roles for particular discussions.
- Define and identify sound reasoning, arguments, reasons, relevant and sufficient evidence, and claims.

Presentation of Knowledge and Ideas

- Integrate multimedia and visual displays.
- Describe qualities of formal and informal speech.

LANGUAGE

Conventions of Standard English

- Define verbals such as gerunds, participles, and infinitives.

to + verb = infinitive

Because an infinitive is *not* a verb, you cannot add **-s, -es, -ed, or ing**

Infinitives can be used as nouns, adjectives, or adverbs.

Example:

To sleep= acts as a noun

To sleep is the only thing Stephanie wants after working all night on her research paper.

To read= acts as an adjective

Stephanie decides to bring a book **to read** in case she has a long wait at the airport.

- Recognize and apply correct capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Recognize language conventions for writing, speaking, reading, and listening.

Vocabulary Acquisition and Use

- Recognize that many words have more than one meaning.
- Identify common, grade-appropriate Greek and Latin affixes and roots.



READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

- Identify strong and thorough textual evidence.
- Identify the theme and central idea of a text.

Small World Theme Activity	
Title of work: _____	
Culture represented: _____	
Brief description of characters	
Description of setting(s)	
Major events in the story	
Possible theme and the ways the characters, setting, and events support this theme	

Craft and Structure

- Identify specific words that impact meaning and tone.
- Identify figurative, connotative, and technical words and phrases.

Integration of Knowledge and Ideas

- Recall a variety of accounts of a subject through different mediums.
- Define and identify fallacious reasoning.

Range of Reading and Level of Text Complexity

- Identify and comprehend key ideas & details, craft & structure, and the integration of knowledge & ideas.

WRITING

Text Types and Purposes

- Identify fair and unfair claims and counterclaims.
- Identify complex ideas, appropriate formatting, supporting details, effective transitions, and precise, domain-specific language for informational/explanatory texts.

Production and Distribution of Writing

- Analyze the reason for writing to decide the task, purpose, or audience.
- Recognize how to plan, revise, edit, rewrite, and try a new approach to writing.
- Use appropriate technology.

Research to Build and Present Knowledge

- Conduct short and sustained research to answer a question or solve a problem.
- Identify key ideas and details that provide evidence to support conclusions about text accessed through research.

Range of Writing

- Determine appropriate organizational structure for various types of writing based upon task, purpose, and audience.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Describe guidelines for collegial discussions and ways to make collaborative decisions.
- Integrate multiple sources of information presented in diverse media formats.

Presentation of Knowledge and Ideas

- Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence.
- Identify qualities of formal and informal speech.

LANGUAGE

Conventions of Standard English

- Know rules for semicolon and colon use.
- Recognize and apply correct capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Recognize that the style of a written work should be appropriate to the discipline and writing type.

Vocabulary Acquisition and Use

- Identify words and phrases with multiple meanings.
- Recognize and understand the different types of relationships between words.

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