



DLM

Essential Elements Supporting the Illinois Learning Standards

GRADES
KINDERGARTEN - FIFTH

CONDENSED LIST OF ESSENTIAL ELEMENTS FOR ELA AND MATH

WITHOUT STANDARDS ATTACHED

ENGLISH LANGUAGE ARTS - KINDERGARTEN
READING STANDARDS FOR LITERATURE

Key Ideas and Details

- EE.RL.K.1 With guidance and support, identify details in familiar stories.
- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.

Craft and Structure

- EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RL.K.5 With guidance and support, recognize familiar texts (e.g., storybooks, poems).
- EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.

Integration of Knowledge and Ideas

- EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.
- EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.

Range of Reading and Level of Text Complexity

- EE.RL.K.10 With guidance and support, actively engage in shared reading.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- EE.RI.K.1 With guidance and support, identify a detail in a familiar text.
- EE.RI.K.2 With guidance and support, identify the topic of a familiar text.
- EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.

Craft and Structure

- EE.RI.K.4 With guidance and support, indicate when an unknown word is used in a text.
- EE.RI.K.5 With guidance and support, identify the front cover of a book.
- EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.

Integration and Knowledge and Ideas

- EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.
- EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.

Range of Reading and Level of Text Complexity

- EE.RI.K.10 With guidance and support, actively engage in shared reading of informational text.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

- EE.RF.K.1 Demonstrate emerging understanding of the organization of print.
 - EE.RF.K.1.a With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.

Phonological Awareness

- EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
 - EE.RF.K.2.a With guidance and support, recognize rhyming words.
 - EE.RF.K.2.b With guidance and support, recognize the number of words in a spoken message.
 - EE.RF.K.2.c With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.

Phonics and Word Recognition

- EE.RF.K.3 Demonstrate emerging awareness of print.
 - EE.RF.K.3.a With guidance and support, recognize first letter of own name in print.
 - EE.RF.K.3.c With guidance and support, recognize environmental print.

Fluency

- EE.RF.K.4 Engage in purposeful shared reading of familiar text.

WRITING STANDARDS

Text Types and Purposes

- EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.

Production and Distribution of Writing

- EE.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

Research to Build and Present Knowledge

- EE.W.K.7 With guidance and support, participate in shared research and writing objects.
- EE.W.K.8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- EE.SL.K.1 Participate in conversations with others.
 - EE.SL.K.1.a Communicate directly with supportive adults or peers.
 - EE.SL.K.1.b Participate in multiple-turn communication exchanges with support from adults.
- EE.SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- EE.SL.K.3 Ask for help when needed.

Presentation of Knowledge and Ideas

- EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.
- EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.

LANGUAGE STANDARDS

Conventions of Standard English

- EE.L.K.1 Demonstrate emerging understanding of letter and word use.
 - EE.L.K.1.a With guidance and support, distinguish between letters and other symbols or shapes.
 - EE.L.K.1.b With guidance and support, use frequently occurring nouns in communication.
 - EE.L.K.1.c With guidance and support, use frequently occurring plural nouns.
 - EE.L.K.1.d With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.
 - EE.L.K.1.e With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
 - EE.L.K.1.f With guidance and support, link two or more words together in communication.

Vocabulary Acquisition And Use

- EE.L.K.4 Demonstrate emerging knowledge of word meanings.
 - EE.L.K.4.a With guidance and support, demonstrate understanding of words used in every day routines.
- EE.L.K.5 Demonstrate emerging understanding of word relationships.
 - EE.L.K.5.a With guidance and support, sort common objects into familiar categories.
 - EE.L.K.5.b With guidance and support, demonstrate understanding of frequently occurring opposites.
 - EE.L.K.5.c With guidance and support, use words to communicate in real-life situations.
 - EE.L.K.5.d With guidance and support, demonstrate an understanding of common verbs.
- EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

ENGLISH LANGUAGE ARTS – 1st GRADE

READING STANDARDS FOR LITERATURE

Key Ideas and Details

- EE.RL.1.1 Identify details in familiar stories.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.
- EE.RL.1.3 Identify characters and settings in a familiar story.

Craft and Structure

- EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- EE.RL.1.5 With guidance and support, identify a text as telling a story.
- EE.RL.1.6 With guidance and support, identify a speaker within a familiar story.

Integration of Knowledge and Ideas

- EE.RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.
- EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.

Range of Reading and Level of Text Complexity

- EE.RL.1.10 With guidance and support, actively engage in shared reading for a clearly stated purpose.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- EE.RI.1.1 Identify details in familiar text.
- EE.RI.1.2 With guidance and support, identify details related to the topic of a text.
- EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.

Craft and Structure

- EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.
- EE.RI.1.5 Locate the front cover, back cover, and title page of a book.
- EE.RI.1.6 Distinguish between words and illustrations in a text.

Integration and Knowledge and Ideas

- EE.RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- EE.RI.1.8 Identify points the author makes in a familiar informational text.
- EE.RI.1.9 With guidance and support, match similar parts of two texts on the same topic.

Range of Reading and Level of Text Complexity

- EE.RI.1.10 Actively engage in shared reading of informational text.

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

- EE.RF.1.1 Demonstrate emerging understanding of the organization of print.
 - EE.RF.1.1.a Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).

Phonological Awareness

- EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - EE.RF.1.2.a Recognize rhyming words.
 - EE.RF.1.2.b With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.
 - EE.RF.1.2.c Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
 - EE.RF.1.2.d With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- EE.RF.1.3 Demonstrate emerging letter and word identification skills.
 - EE.RF.1.3.a Identify upper case letters of the alphabet.
 - EE.RF.1.3.b With guidance and support, recognize familiar words that are used in every day routines.

Fluency

- EE.RF.1.4 Begin to attend to words in print.
 - EE.RF.1.4.a Engage in sustained, independent study of books.
 - EE.RF.1.4.b Participate in shared reading of a variety of reading materials reflecting a variety of text genre.

WRITING STANDARDS

Text Types and Purposes

- EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.

Production and Distribution of Writing

- EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
- EE.W.1.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

Research to Build and Present Knowledge

- EE.W.1.7 With guidance and support, participate in shared research and writing projects.
- EE.W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- EE.SL.1.1 Participate in conversations with adults.
 - EE.SL.1.1.a Engage in multiple-turn exchanges with supportive adults.
 - EE.SL.1.1.b Build on comments or topics initiated by an adult.
 - EE.SL.1.1.c Uses one or two words to ask questions related to personally relevant topics.
- EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.
- EE.SL.1.3 Communicate confusion or lack of understanding ("I don't know.").

Presentation of Knowledge and Ideas

- EE.SL.1.4 Identify familiar people, places, things, and events.
- EE.SL.1.5 Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- EE.SL.1.6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

LANGUAGE STANDARDS

Conventions of Standard English

- EE.L.1.1 Demonstrate emerging understanding of letter and word use.
 - EE.L.1.1.a Write letters from own name.
 - EE.L.1.1.b Use frequently occurring nouns in communication.
 - EE.L.1.1.c Use frequently occurring plural nouns in communication.
 - EE.L.1.1.d With guidance and support, use familiar personal pronouns (e.g., I, me, and you).
 - EE.L.1.1.e Use familiar present tense verbs.
 - EE.L.1.1.f With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
 - EE.L.1.1.i With guidance and support, use common prepositions (e.g., on, off, in, out).
 - EE.L.1.1.j With guidance and support, use simple question words (interrogatives) (e.g., who, what).

- EE.L.1.2 Demonstrate emerging understanding of conventions of standard English.
 - EE.L.1.2.b With guidance and support during shared writing, put a period at the end of a sentence.
 - EE.L.1.2.d With guidance and support, use letters to create words.
 - EE.L.1.2.e With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.

Vocabulary Acquisition and Use

- EE.L.1.4 Demonstrate emerging knowledge of word meanings.
 - EE.L.1.4.a Demonstrate understanding of words used in every day routines.
- EE.L.1.5 Demonstrate emerging understanding of word relationships.
 - EE.L.1.5.a With guidance and support, sort common objects into familiar categories.
 - EE.L.1.5.b With guidance and support, identify attributes of familiar words.
 - EE.L.1.5.c With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.
- EE.L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

**ENGLISH LANGUAGE ARTS – 2nd GRADE
READING STANDARDS FOR LITERATURE**

Key Ideas and Details

- EE.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.
- EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.
- EE.RL.2.3 Identify the actions of the characters in a story.

Craft and Structure

- EE.RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.
- EE.RL.2.5 Determine the beginning and ending of a familiar story with a logical order.
- EE.RL.2.6 Identify the speakers in a dialogue.

Integration of Knowledge and Ideas

- EE.RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.
- EE.RL.2.9 Identify similarities between two episodes in a story.

Range of Reading and Level of Text Complexity

- EE.RL.2.10 Actively engage in shared reading of stories and poetry for clearly stated purposes.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text.
- EE.RI.2.2 Identify the topic of the text.
- EE.RI.2.3 Identify individuals, events, or details in an informational text.

Craft and Structure

- EE.RI.2.4 Identify words related to a topic of a text.
- EE.RI.2.5 Identify details in informational text or its graphic representations.
- EE.RI.2.6 Identify the role of the author and the illustrator.

Integration and Knowledge and Ideas

- EE.RI.2.7 Identify illustrations or objects/tactual information that go with a text.
- EE.RI.2.8 Identify points the author makes in an informational text.
- EE.RI.2.9 Identify a common element between two texts on the same topic.

Range of Reading and Level of Text Complexity

- EE.RI.2.10 Actively engage in shared reading of informational text including history/SS, science, and technical texts.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

- EE.RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words.
 - EE.RF.2.3.a Identify the lower case letters of the alphabet.
 - EE.RF.2.3.b Identify letter sound correspondence for single consonants.
 - EE.RF.2.3.f Recognize 10 or more written words.

Fluency

- EE.RF.2.4 Attend to words in print.
 - EE.RF.2.4.a Read familiar text comprised of known words.

WRITING STANDARDS

Text Types and Purposes

- EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.
- EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
- EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

Production and Distribution of Writing

- EE.W.2.5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.
- EE.W.2.6 With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.

Research to Build and Present Knowledge

- EE.W.2.7 Participate in shared research and writing projects.
- EE.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- EE.SL.2.1 Participate in conversations with adults and peers.
 - EE.SL.2.1.a Engage in multiple-turn exchanges with peers with support from an adult.
 - EE.SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
 - EE.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- EE.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media.
- EE.SL.2.3 Answer questions about the details provided by the speaker.

Presentation of Knowledge and Ideas

- EE.SL.2.4 Identify a photograph or object that reflects a personal experience and tell one detail about it.
- EE.SL.2.5 Select visual, audio, or factual representations to depict a personal experience.
- EE.SL.2.6 Combine words when communicating to provide clarification.

LANGUAGE STANDARDS

Conventions of Standard English

- EE.L.2.1 Demonstrate understanding of letter and word use.
 - EE.L.2.1.a Produce all upper case letters.
 - EE.L.2.1.b Use common nouns (e.g., mom, dad, boy, girl) in communication.
 - EE.L.2.1.c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
 - EE.L.2.1.d Use frequently occurring verbs.
 - EE.L.2.1.e Use frequently occurring adjectives.
 - EE.L.2.1.f Combine two or more words together in communication.
- EE.L.2.2 Demonstrate emerging understanding of conventions of standard English.
 - EE.L.2.2.a With guidance and support, capitalize the first letter of familiar names.
 - EE.L.2.2.d Identify printed rhyming words with the same spelling pattern.
 - EE.L.2.2.e Consult print in the environment to support reading and spelling.

Knowledge of Language

- EE.L.2.3 Use language to achieve desired outcomes when communicating.
 - EE.L.2.3.a Use symbolic language when communicating.

Vocabulary Acquisition And Use

- EE.L.2.4 Demonstrate knowledge of word meanings.
 - EE.L.2.4.a Demonstrate knowledge of new vocabulary drawn from reading and content areas.
 - EE.L.2.4.d Identify the words comprising compound words.
- EE.L.2.5 Demonstrate understanding of word relationships and use.
 - EE.L.2.5.a Identify real-life connections between words and their use (e.g., happy: "I am happy.").
 - EE.L.2.5.b Demonstrate understanding of the meaning of common verbs.
- EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.

ENGLISH LANGUAGE ARTS – 3rd GRADE READING STANDARDS FOR LITERATURE

Key Ideas and Details

- EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
- EE.RL.3.2 Associate details with events in stories from diverse cultures.
- EE.RL.3.3 Identify the feelings of characters in a story.

Craft and Structure

- EE.RL.3.4 Determine words and phrases that complete literal sentences in a text.
- EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.
- EE.RL.3.6 Identify personal point of view about a text.

Integration of Knowledge and Ideas

- EE.RL.3.7 Identify parts of illustrations or factual information that depict a particular setting, or event.
- EE.RL.3.9 Identify common elements in two stories in a series.

Range of Reading and Level of Text Complexity

- EE.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.
- EE.RI.3.2 Identify details in a text.
- EE.RI.3.3 Order two events from a text as “first” and “next.”

Craft and Structure

- EE.RI.3.4 Determine words and phrases that complete literal sentences in a text.
- EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.
- EE.RI.3.6 Identify personal point of view about a text.

Integration and Knowledge and Ideas

- EE.RI.3.7 Use information gained from visual elements and words in the text to answer explicit who and what questions.
- EE.RI.3.8 Identify two related points the author makes in an informational text.
- EE.RI.3.9 Identify similarities between two texts on the same topic.

Range of Reading and Level of Text Complexity

- EE.RI.3.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

- EE.RF.3.3 Use letter-sound knowledge to read words.
 - EE.RF.3.3.a In context, demonstrate basic knowledge of letter-sound correspondences.
 - EE.RF.3.3.b With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel consonant [CVC] or high-frequency rimes).
 - EE.RF.3.3.d Recognize 40 or more written words.

Fluency

- EE.RF.3.4 Read words in text.
 - EE.RF.3.4.a Read familiar text comprised of known words.
 - EE.RF.3.4.c Use context to determine missing words in familiar texts.

WRITING STANDARDS

Text Types and Purposes

- EE.W.3.1 Write opinions about topics or text.
 - EE.W.3.1.a Select a text and write an opinion about it.
 - EE.W.3.1.b Write one reason to support an opinion about a text.
- EE.W.3.2 Write to share information supported by details.
 - EE.W.3.2.a Select a topic and write about it including one fact or detail.
- EE.W.3.3 Write about events or personal experiences.
 - EE.W.3.3.a Select an event or personal experience and write about it including the names of people involved.

Production and Distribution of Writing

- EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.
- EE.W.3.5 With guidance and support from adults and peers, revise own writing.
- EE.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.

Research to Build and Present Knowledge

- EE.W.3.7 Identify information about a topic for a research project.
- EE.W.3.8 Sort information on a topic or personal experience into two provided categories and write about each one.

Range of Writing

- EE.W.3.10 Write routinely for a variety of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- EE.SL.3.1 Engage in collaborative discussions.
 - EE.SL.3.1.a Engage in collaborative interactions about texts.
 - EE.SL.3.1.b Listen to others' ideas before responding.
 - EE.SL.3.1.c Indicate confusion or lack of understanding about information presented.
 - EE.SL.3.1.d Express ideas clearly.
- EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.
- EE.SL.3.3 Ask or answer questions about the details provided by the speaker.

Presentation of Knowledge and Ideas

- EE.SL.3.4 Recount a personal experience, story, or topic including details.
- EE.SL.3.5 Create a multimedia presentation of a story or poem.
- EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

LANGUAGE STANDARDS

Conventions of Standard English

- EE.L.3.1 Demonstrate standard English grammar and usage when communicating.
- EE.L.3.1.a Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
 - EE.L.3.1.b Use regular plural nouns in communication.
 - EE.L.3.1.d Use present and past tense verbs.
 - EE.L.3.1.g Use common adjectives.
 - EE.L.3.1.i Ask simple questions.
- EE.L.3.2 Demonstrate understanding of conventions of standard English.
- EE.L.3.2.a Capitalize the first letter of familiar names.
 - EE.L.3.2.b During shared writing, indicate the need to add a period at the end of a sentence.
 - EE.L.3.2.e Use resources as needed to spell common high-frequency words accurately.
 - EE.L.3.2.f Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
 - EE.L.3.2.g Consult print in the environment to support reading and spelling.

Knowledge of Language

- EE.L.3.3 Use language to achieve desired outcomes when communicating.
- EE.L.3.3.a Use language to make simple requests, comment, or share information.

Vocabulary Acquisition And Use

- EE.L.3.4 Demonstrate knowledge of word meanings.
- EE.L.3.4.a With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.
 - EE.L.3.4.b With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.
- EE.L.3.5 Demonstrate understanding of word relationships and use.
- EE.L.3.5.a Determine the literal meaning of words and phrases in context.
 - EE.L.3.5.b Identify real-life connections between words and their use (e.g., happy: "I am happy.").
 - EE.L.3.5.c Identify words that describe personal emotional states.
- EE.L.3.6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).

ENGLISH LANGUAGE ARTS – 4th GRADE READING STANDARDS FOR LITERATURE

Key Ideas and Details

- EE.RL.4.1 Use details from the text to recount what the text says.
- EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem.
- EE.RL.4.3 Use details from the text to describe characters in the story.

Craft and Structure

- EE.RL.4.4 Determine the meaning of words in a text.
- EE.RL.4.5 Identify elements that are characteristic of stories.
- EE.RL.4.6 Identify the narrator of a story.

Integration of Knowledge and Ideas

- EE.RL.4.7 Make connections between the text representation of a story and a visual, factual, or oral version of a story.
- EE.RL.4.9 Compare characters, settings or events in stories, myths or texts from different cultures.

Range of Reading and Level of Text Complexity

- EE.RL.4.10 Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- EE.RI.4.1 Identify explicit details in an informational text.
- EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.
- EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.

Craft and Structure

- EE.RI.4.4 Determine meaning of words in text.
- EE.RI.4.5 Identify elements that are characteristic of informational texts.
- EE.RI.4.6 Compare own experience with a written account of the experience.

Integration and Knowledge and Ideas

- EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively.
- EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.
- EE.RI.4.9 Compare details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- EE.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

- EE.RF.4.3 Use letter-sound knowledge to read words.
- EE.RF.4.3.a Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
 - EE.RF.4.3.b Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).

Fluency

- EE.RF.4.4 Read words in text.
 - EE.RF.4.4.a Read text comprised of familiar words with accuracy and understanding.
 - EE.RF.4.4.c Use letter knowledge and context to support word recognition when reading.

WRITING STANDARDS

Text Types and Purposes

- EE.W.4.1 Write opinions about topics or text.
 - EE.W.4.1.a Select a topic or text and write an opinion about it.
 - EE.W.4.1.b List reasons to support the opinion.
- EE.W.4.2 Write to share information supported by details.
 - EE.W.4.2.a Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
 - EE.W.4.2.b List words, facts, or details related to the topic.
- EE.W.4.3 Write about events or personal experiences.
 - EE.W.4.3.a Write about a personal experience including two events in sequence.
 - EE.W.4.3.b List words that describe an event or personal experience to use when writing about it.

Production and Distribution of Writing

- EE.W.4.4 Produce writing that expresses more than one idea.
- EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.W.4.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

Research to Build and Present Knowledge

- EE.W.4.7 Gather information about a topic from two or more sources for a research project.
- EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories.
- EE.W.4.9 Recall information from literary and informational text to support writing.
 - EE.W.4.9.a Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story.").
 - EE.W.4.9.b Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").

Range of Writing

- EE.W.4.10 Write routinely for a variety of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- EE.SL.4.1 Engage in collaborative discussions.
 - EE.SL.4.1.a Contribute ideas from prior knowledge of a text during discussions about the same text.
 - EE.SL.4.1.b With guidance and support, carry out assigned role in a discussion.
 - EE.SL.4.1.c Answer specific questions related to information in a discussion.
 - EE.SL.4.1.d Identify the key ideas in a discussion.
- EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- EE.SL.4.3 Identify a point that the speaker makes.

Presentation of Knowledge and Ideas

- EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.
- EE.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.
- EE.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication.

LANGUAGE STANDARDS

Conventions of Standard English

- EE.L.4.1 Demonstrate standard English grammar and usage when communicating.
 - EE.L.4.1.a Use possessive pronouns.
 - EE.L.4.1.b Combine common nouns with verbs, nouns, or pronouns in communication.
 - EE.L.4.1.d Use comparative and superlative adjectives to describe people or objects.
 - EE.L.4.1.e Use common prepositions (e.g., to, from, in, out, on, off, by, with).
 - EE.L.4.1.f Combine three or more words in communication.
- EE.L.4.2 Demonstrate understanding of conventions of standard English.
 - EE.L.4.2.a Capitalize the first word in a sentence.
 - EE.L.4.2.d Spell words phonetically, drawing on knowledge of letter sound relationships, and/or common spelling patterns.

Knowledge of Language

- EE.L.4.3 Use language to achieve desired outcomes when communicating.
 - EE.L.4.3.a Use language to express emotion.
 - EE.L.4.3.c Communicate effectively with peers and adults.

Vocabulary Acquisition And Use

- EE.L.4.4 Demonstrate knowledge of word meanings.
 - EE.L.4.4.a Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.
 - EE.L.4.4.b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
- EE.L.4.5 Demonstrate understanding of word relationships and use.
 - EE.L.4.5.b Use common idioms (e.g., no way, not a chance, you bet).
 - EE.L.4.5.c Demonstrate understanding of opposites.
- EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words.

ENGLISH LANGUAGE ARTS – 5th GRADE
READING STANDARDS FOR LITERATURE

Key Ideas and Details

- EE.RL.5.1 Identify words in the text to answer a question about explicit information.
- EE.RL.5.2 Identify the central idea or theme of a story, drama or poem.
- EE.RL.5.3 Compare two characters in a familiar story.

Craft and Structure

- EE.RL.5.4 Determine the intended meaning of multi-meaning words in a text.
- EE.RL.5.5 Identify a story element that undergoes change from beginning to end.
- EE.RL.5.6 Determine the point of view of the narrator.

Integration of Knowledge and Ideas

- EE.RL.5.7 Identify illustrations, tactual or multimedia elements that add to understanding of a text.
- EE.RL.5.9 Compare stories, myths, or texts with similar topics or themes.

Range of Reading and Level of Text Complexity

- EE.RL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- EE.RI.5.1 Identify words in the text to answer a question about explicit information.
- EE.RI.5.2 Identify the main idea of a text when it is not explicitly stated.
- EE.RI.5.3 Compare two individuals, events, or ideas in a text.

Craft and Structure

- EE.RI.5.4 Determine the meanings of domain-specific words and phrases.
- EE.RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.
- EE.RI.5.6 Compare two books on the same topic.

Integration and Knowledge and Ideas

- EE.RI.5.7 Locate information in print or digital sources.
- EE.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.
- EE.RI.5.9 Compare and contrast details gained from two texts on the same topic.

Range of Reading and Level of Text Complexity

- EE.RI.5.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

- EE.RF.5.3 Use letter-sound knowledge to read words.
 - EE.RF.5.3.a Read common sight words and decode single syllable words.

Fluency

- EE.RF.5.4 Read words in text.
 - EE.RF.5.4.a Read text comprised of familiar words with accuracy and understanding.
 - EE.RF.5.4.c Use context to confirm or self-correct word recognition when reading.

WRITING STANDARDS

Text Types and Purposes

- EE.W.5.1 Write opinions about topics or text.
 - EE.W.5.1.a Introduce a topic or text and state an opinion about it.
 - EE.W.5.1.b Provide reasons to support the opinion.
- EE.W.5.2 Write to share information supported by details.
 - EE.W.5.2.a Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.
 - EE.W.5.2.b Provide facts, details, or other information related to the topic.
- EE.W.5.3 Write about events or personal experiences.
 - EE.W.5.3.a Write about an experience or event including three or more events in sequence.

Production and Distribution of Writing

- EE.W.5.4 Produce writing that is appropriate for an explicitly stated task or purpose.
- EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.
- EE.W.5.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

Research to Build and Present Knowledge

- EE.W.5.7 Conduct short research projects using two or more sources.
- EE.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.
- EE.W.5.9 Use information from literary and informational text to support writing.
 - EE.W.5.9.a Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., "Compare and contrast two characters in the story.").
 - EE.W.5.9.b Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").

Range of Writing

- EE.W.5.10 Write routinely for a variety of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

- EE.SL.5.1 Engage in collaborative discussions.
 - EE.SL.5.1.a Come to discussion prepared to share information.
 - EE.SL.5.1.b Carry out assigned role in a discussion.
 - EE.SL.5.1.c Ask questions related to information in a discussion.
 - EE.SL.5.1.d Make comments that contribute to the discussion and link to the remarks of others.
- EE.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.
- EE.SL.5.3 Identify the reasons and evidence supporting a specific point.

Presentation of Knowledge and Ideas

- EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.
- EE.SL.5.5 Select or create audio recordings and visual/tactile displays to enhance a presentation.
- EE.SL.5.6 Differentiate between contexts that require formal and informal communication.

LANGUAGE STANDARDS

Conventions of Standard English

- EE.L.5.1 Demonstrate standard English grammar and usage when communicating.
 - EE.L.5.1.b Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).
 - EE.L.5.1.e Use frequently occurring conjunctions: and, but, or, for, because.
- EE.L.5.2 Demonstrate understanding of conventions of standard English.
 - EE.L.5.2.e Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.

Knowledge of Language

- EE.L.5.3 Use language to achieve desired meaning when communicating.
 - EE.L.5.3.a Communicate using complete sentences when asked.

Vocabulary Acquisition And Use

- EE.L.5.4 Demonstrate knowledge of word meanings.
 - EE.L.5.4.a Use sentence level context to determine which word is missing from a content area text.
 - EE.L.5.4.b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
- EE.L.5.5 Demonstrate understanding of word relationship and use.
 - EE.L.5.5.a Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
 - EE.L.5.5.c Demonstrate understanding of words that have similar meanings.
- EE.L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain specific words.

STANDARDS FOR MATHEMATICAL PRACTICE

MP

- MP.1 Make sense of problems and persevere in solving them.
 MP.2 Reason abstractly and quantitatively.
 MP.3 Construct viable arguments and critique the reasoning of others.
 MP.4 Model with mathematics.
 MP.5 Use appropriate tools strategically.
 MP.6 Attend to precision.
 MP.7 Look for and make use of structure.
 MP.8 Look for and express regularity in repeated reasoning.

MATHEMATICS - KINDERGARTEN

COUNTING AND CARDINALITY

CC

Know Number Names and the Count Sequence

- EE.K.CC.1 Starting with one, count to 10 by ones.

Count to Tell the Number of Objects

- EE.K.CC.4 Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.
 EE.K.CC.5 Count out up to three objects from a larger set, pairing each object with one and only one number name to tell how many.

Compare Numbers

- EE.K.CC.6 Identify whether the number of objects in one group is more or less than (when the quantities are clearly different) or equal to the number of objects in another group.

OPERATIONS AND ALGEBRAIC THINKING

OA

Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking from. Drawings need not show details, but should show the mathematics in the problem. (This applies whenever drawings are mentioned in the standards.)

- EE.K.OA.1 Represent addition as "putting together" or subtraction as "taking from" in everyday activities.

MEASUREMENT AND DATA

MD

Describe and Compare Measurable Attributes.

- EE.K.MD.1-3 Classify objects according to attributes (big/small, heavy/light).

Classify Objects and Count the Number of Objects in Each Category.

- EE.K.MD.1-3 Classify objects according to attributes (big/small, heavy/light).

GEOMETRY

G

Identify and Describe Shapes (Squares, Circles, Triangles, Rectangles, Hexagons, Cubes, Cones, Cylinders, And Spheres).

- EE.K.G.2-3 Match shapes of same size and orientation (circle, square, rectangle, triangle).

MATHEMATICS – 1st GRADE

OPERATIONS AND ALGEBRAIC THINKING

OA

Represent and solve problems involving addition and subtraction.

- EE.1.OA.1.a Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), or acting out situations.
 EE.1.OA.1.b Recognize two groups that have the same or equal quantity.
 EE.1.OA.2 Use "putting together" to solve problems with two sets.

Add and subtract within 20.

- EE.1.OA.5.a Use manipulatives or visual representations to indicate the number that results when adding one more.
 EE.1.OA.5.b Apply knowledge of "one less" to subtract one from a number.

NUMBER AND OPERATIONS IN BASE TEN

NBT

Extend the counting sequence.

- EE.1.NBT.1.a Count by ones to 30.
 EE.1.NBT.1.b Count as many as 10 objects and represent the quantity with the corresponding numeral.

Understand place value.

- EE.1.NBT.2 Create sets of 10.
 EE.1.NBT.3 Compare two groups of 10 or fewer items when the number of items in each group is similar.

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

- EE.1.NBT.4 Compose numbers less than or equal to five in more than one way.
 EE.1.NBT.6 Decompose numbers less than or equal to five in more than one way.

MEASUREMENT AND DATA**MD***Measure lengths indirectly and by iterating length units.*

EE.1.MD.1–2. Compare lengths to identify which is longer/shorter, taller/shorter.

Tell and write time.

EE.1.MD.3.a. Demonstrate an understanding of the terms tomorrow, yesterday, and today.

EE.1.MD.3.b. Demonstrate an understanding of the terms morning, afternoon, day, and night.

EE.1.MD.3.c. Identify activities that come before, next, and after.

EE.1.MD.3.d. Demonstrate an understanding that telling time is the same every day.

Represent and interpret data.

EE.1.MD.4. Organize data into categories by sorting.

GEOMETRY**G***Reason with shapes and their attributes.*

EE.1.G.1. Identify the relative position of objects that are on, off, in, and out.

EE.1.G.2. Sort shapes of same size and orientation (circle, square, rectangle, triangle).

EE.1.G.3. Put together two pieces to make a shape that relates to the whole (i.e., two semicircles to make a circle, two squares to make a rectangle).

MATHEMATICS – 2nd GRADE**OPERATIONS AND ALGEBRAIC THINKING****OA***Work with equal groups of objects to gain foundations for multiplication.*

EE.2.OA.3. Equally distribute even numbers of objects between two groups.

EE.2.OA.4. Use addition to find the total number of objects arranged within equal groups up to a total of 10.

NUMBER AND OPERATIONS IN BASE TEN**NBT***Understand place value.*

EE.2.NBT.1. Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays.

EE.2.NBT.2.a. Count from 1 to 30 (count with meaning; cardinality).

EE.2.NBT.2.b. Name the next number in a sequence between 1 and 10.

EE.2.NBT.3. Identify numerals 1 to 30.

EE.2.NBT.4. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal).

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

EE.2.NBT.5.a. Identify the meaning of the "+" sign (i.e., combine, plus, add), "-" sign (i.e., separate, subtract, take), and the "=" sign (equal).

EE.2.NBT.5.b. Using concrete examples, compose and decompose numbers up to 10 in more than one way.

EE.2.NBT.6-7. Use objects, representations, and numbers (0–20) to add and subtract.

MEASUREMENT AND DATA**MD***Measure and estimate lengths in standard units.*

EE.2.MD.1. Measure the length of objects using non-standard units.

EE.2.MD.3–4. Order by length using non-standard units.

Relate addition and subtraction to length.

EE.2.MD.5. Increase or decrease length by adding or subtracting unit(s).

EE.2.MD.6. Use a number line to add one more unit of length.

Work with time and money.

EE.2.MD.7. Identify on a digital clock the hour that matches a routine activity.

EE.2.MD.8. Recognize that money has value.

Represent and interpret data.

EE.2.MD.9-10. Create picture graphs from collected measurement data.

GEOMETRY**G***Reason with shapes and their attributes.*

EE.2.G.1. Identify common two-dimensional shapes: square, circle, triangle, and rectangle.

MATHEMATICS – 3rd GRADE**OPERATIONS AND ALGEBRAIC THINKING****OA***Represent and solve problems involving multiplication and division.*

EE.3.OA.1-2. Use repeated addition to find the total number of objects and determine the sum.

EE.3.OA.4. Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

EE.3.OA.8. Solve one-step real-world problems using addition or subtraction within 20.

EE.3.OA.9. Identify arithmetic patterns.

NUMBER AND OPERATIONS IN BASE TEN**NBT***Use place value understanding and properties of operations to perform multi-digit arithmetic.*

EE.3.NBT.1. Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0–30.

EE.3.NBT.2. Demonstrate understanding of place value to tens.

EE.3.NBT.3. Count by tens using models such as objects, base ten blocks, or money.

MEASUREMENT AND DATA**MD***Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.*

EE.3.MD.1. Tell time to the hour on a digital clock.

EE.3.MD.2. Identify the appropriate measurement tool to solve one-step word problems involving mass and volume.

Represent and interpret data.

EE.3.MD.3. Use picture or bar graph data to answer questions about data.

EE.3.MD.4. Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.

GEOMETRY**G***Reason with shapes and their attributes.*

EE.3.G.1. Describe attributes of two-dimensional shapes.

EE.3.G.2. Recognize that shapes can be partitioned into equal areas.

NUMBER AND OPERATIONS—FRACTIONS**NF***Develop understanding of fractions as numbers.*

EE.3.NF.1–3. Differentiate a fractional part from a whole.

MATHEMATICS – 4th GRADE**OPERATIONS AND ALGEBRAIC THINKING****OA***Use the four operations with whole numbers to solve problems.*

EE.4.OA.1-2. Demonstrate the connection between repeated addition and multiplication.

EE.4.OA.3. Solve one-step real-world problems using addition or subtraction within 100.

Gain familiarity with factors and multiples.

EE.4.OA.4. Show one way to arrive at a product.

Generate and analyze patterns.

EE.4.OA.5. Use repeating patterns to make predictions.

NUMBER AND OPERATIONS IN BASE TEN**NBT***Generalize place value understanding for multi-digit whole numbers.*

EE.4.NBT.2. Compare whole numbers to 10 using symbols (<, >, =).

EE.4.NBT.3. Round any whole number 0-30 to the nearest ten.

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

EE.4.NBT.4. Add and subtract two-digit whole numbers.

MEASUREMENT AND DATA**MD***Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.*

EE.4.MD.1. Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/hour).

EE.4.MD.2.a. Tell time using a digital clock. Tell time to the nearest hour using an analog clock.

EE.4.MD.2.b. Measure mass or volume using standard tools.

EE.4.MD.2.c. Use standard measurement to compare lengths of objects.

EE.4.MD.2.d. Identify coins (penny, nickel, dime, quarter) and their values.

EE.4.MD.3. Determine the area of a square or rectangle by counting units of measure (unit squares).

Represent and interpret data.

EE.4.MD.4.a. Represent data on a picture or bar graph given a model and a graph to complete.

EE.4.MD.4.b. Interpret data from a picture or bar graph.

Geometric measurement: understand concepts of angle and measure angles.

EE.4.MD.5. Recognize angles in geometric shapes.

EE.4.MD.6. Identify angles as larger and smaller.

GEOMETRY**G***Draw and identify lines and angles, and classify shapes by properties of their lines and angles.*

EE.4.G.1. Recognize parallel lines and intersecting lines.

EE.4.G.2. Describe the defining attributes of two-dimensional shapes.

EE.4.G.3. Recognize that lines of symmetry partition shapes into equal areas.

NUMBER AND OPERATIONS—FRACTIONS**NF***Extend understanding of fraction equivalence and ordering.*EE.4.NF.1–2. Identify models of one half ($\frac{1}{2}$) and one fourth ($\frac{1}{4}$).*Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.*

EE.4.NF.3. Differentiate between whole and half.

MATHEMATICS – 5th GRADE**OPERATIONS AND ALGEBRAIC THINKING****OA***Write and interpret numerical expressions.**Analyze patterns and relationships.*

EE.5.OA.3. Identify and extend numerical patterns.

NUMBER AND OPERATIONS IN BASE TEN**NBT***Understand the place value system.*

EE.5.NBT.1. Compare numbers up to 99 using base ten models.

EE.5.NBT.2. Use the number of zeros in numbers that are powers of 10 to determine which values are equal, greater than, or less than.

EE.5.NBT.3. Compare whole numbers up to 100 using symbols ($<$, $>$, $=$).

EE.5.NBT.4. Round two-digit whole numbers to the nearest 10 from 0–90.

*Perform operations with multi-digit whole numbers and with decimals to hundredths.*EE.5.NBT.5. Multiply whole numbers up to 5×5 .

EE.5.NBT.6–7. Illustrate the concept of division using fair and equal shares.

MEASUREMENT AND DATA**MD***Convert like measurement units within a given measurement system.*

EE.5.MD.1.a. Tell time using an analog or digital clock to the half or quarter hour.

EE.5.MD.1.b. Use standard units to measure weight and length of objects.

EE.5.MD.1.c. Indicate relative value of collections of coins.

Represent and interpret data.

EE.5.MD.2. Represent and interpret data on a picture, line plot, or bar graph.

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

EE.5.MD.3. Identify common three-dimensional shapes.

EE.5.MD.4–5. Determine the volume of a rectangular prism by counting units of measure (unit cubes).

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

EE.5.G.1-4. Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.

Classify two-dimensional figures into categories based on their properties.

EE.5.G.1-4. Sort two-dimensional figures and identify the attributes (angles, number of sides, corners, color) they have in common.

NUMBER AND OPERATIONS—FRACTIONS**NF***Use equivalent fractions as a strategy to add and subtract fractions.*EE.5.NF.1. Identify models of halves ($\frac{1}{2}$, $\frac{2}{2}$) and fourths ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).EE.5.NF.2. Identify models of thirds ($\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$) and tenths ($\frac{1}{10}$, $\frac{2}{10}$, $\frac{3}{10}$, $\frac{4}{10}$, $\frac{5}{10}$, $\frac{6}{10}$, $\frac{7}{10}$, $\frac{8}{10}$, $\frac{9}{10}$, $\frac{10}{10}$).

SCIENCE (NGSS) – 5th GRADE

PHYSICAL SCIENCE

MATTER AND ITS INTERACTIONS

STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN.....

- EE.5-PS1-2** **Target Level:** Measure and compare weights of substances before and after heating, cooling, or mixing substances to show that weight of matter is conserved.
Precursor Level: Compare the weight of an object before and after it changes from a liquid to a solid and from a solid to a liquid.
Initial Level: Recognize the change in state from liquid to solid or from solid to liquid of the same material.
- EE.5-PS1-3** **Target Level:** Make observations and measurements to identify materials based on their properties (e.g., weight, shape, texture, buoyancy, color, or magnetism).
Precursor Level: Classify materials by physical properties. (e.g., weight, shape, texture, buoyancy, color, or magnetism).
Initial Level: Match materials with similar physical properties.

MOTION AND STABILITY: FORCES AND INTERACTIONS

- EE.5-PS2-1** **Target Level:** Demonstrate that the gravitational force exerted by Earth on objects is directed down.
Precursor Level: Predict the direction an object will go when dropped.
Initial Level: Recognize the direction an object will go when dropped.

ENERGY

- EE.5-PS3-1** **Target Level:** Create a model to describe that energy in animals' food was once energy from the Sun.
Precursor Level: Use models to describe that plants capture energy from sunlight.
Initial Level: Identify simple models that show that plants need sunlight to grow.

LIFE SCIENCE

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- EE.5-LS1-1** **Target Level:** Provide evidence that plants need air and water to grow.
Precursor Level: Provide evidence that plants grow.
Initial Level: Distinguish things that grow from things that don't grow.

ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

- EE.5-LS2-1** **Target Level:** Create a model that shows the movement of matter (e.g., plant growth, eating, composting) through living things.
Precursor Level: Identify a model that shows the movement of matter from plants to animals (e.g. food chain/food web).
Initial Level: Identify common human foods.

EARTH AND SPACE

EARTH'S PLACE IN THE UNIVERSE

- EE.5-ESS1-2** **Target Level:** Represent and interpret data on a picture, line, or bar graph to show seasonal patterns in the length of daylight hours.
Precursor Level: Recognize patterns about length of daylight hours over time (e.g., week to week, month to month).
Initial Level: Order events in daily routine including sunrise and sunset.

EARTH'S SYSTEMS

- EE.5-ESS2-1** **Target Level:** Develop a model showing how water (hydrosphere) affects the living things (biosphere) found in a region.
Precursor Level: Recognize how water (hydrosphere) affects people in a region (e.g., floods, droughts, mudslide, tourism, and recreation).
Initial Level: Anticipates routine (e.g., clothes to wear, activities to do) to follow when it is raining.

EARTH AND HUMAN ACTIVITY

- EE.5-ESS3-1** **Target Level:** Use information to describe how people can help protect the Earth's resources and how that affects the environment.
Precursor Level: Compare two methods people can use to help protect the Earth's resources.
Initial Level: Identify one way to protect a resource of Earth (e.g., put paper in the recycling bin).

Dynamic Learning Maps: Illinois Page

This provides districts specific information with regards to the Dynamic Learning Maps-Alternate Assessment for Illinois

<http://dynamiclearningmaps.org/illinois>

Professional Development

This provides districts professional development for how to implement the Essential Elements within the classroom.

<http://dlmpd.com/>