



# DLM

## Essential Elements

### Supporting the

#### Illinois Learning

##### Standards

GRADES  
KINDERGARTEN - FIFTH

CONDENSED LIST OF CONTENT STANDARDS FOR ELA AND MATH

WITH ESSENTIAL ELEMENTS ATTACHED

## ENGLISH LANGUAGE ARTS - KINDERGARTEN

### READING STANDARDS FOR LITERATURE

#### *Key Ideas and Details*

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

**EE.RL.K.1** With guidance and support, identify details in familiar stories.

RL.K.2 With prompting and support, retell familiar stories, including key details.

**EE.RL.K.2** With guidance and support, identify major events in familiar stories.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

**EE.RL.K.3** With guidance and support, identify characters and settings in a familiar story.

#### *Craft and Structure*

RL.K.4 Ask and answer questions about unknown words in a text.

**EE.RL.K.4** With guidance and support, indicate when an unknown word is used in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

**EE.RL.K.5** With guidance and support, recognize familiar texts (e.g., storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**EE.RL.K.6** With guidance and support, distinguish between words and illustrations in a story.

#### *Integration of Knowledge and Ideas*

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**EE.RL.K.7** With guidance and support, identify illustrations or objects/factual information that go with a familiar story.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**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*

RL.K.10 Actively engage in group reading activities with purpose and understanding.

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

### READING STANDARDS FOR INFORMATIONAL TEXT

#### *Key Ideas and Details*

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

**EE.RI.K.1** With guidance and support, identify a detail in a familiar text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

**EE.RI.K.2** With guidance and support, identify the topic of a familiar text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**EE.RI.K.3** With guidance and support, identify individuals, events, or details in a familiar informational text.

#### *Craft and Structure*

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

**EE.RI.K.4** With guidance and support, indicate when an unknown word is used in a text.

RI.K.5 With prompting and support, identify the main topic and retell key details of a text.

**EE.RI.K.5** With guidance and support, identify the front cover of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**EE.RI.K.6** With guidance and support, distinguish between words and illustrations in an informational text.

#### *Integration and Knowledge and Ideas*

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**EE.RI.K.7** With guidance and support, identify illustrations or objects/factual information that go with a familiar text.

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

**EE.RI.K.8** With guidance and support, identify points the author makes in an informational text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**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*

RI.K.10 Actively engage in group reading activities with purpose and understanding.

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

### READING STANDARDS: FOUNDATIONAL SKILLS

#### *Print Concepts*

RF.K.1 Demonstrate Understanding of the Organization and Basic Features of Print

**EE.RF.K.1** Demonstrate emerging understanding of the organization of print.

RF.K.1.a Follow words from left to right, top to bottom, and page by page.

**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

- RF.K.2 Demonstrate Understanding of Spoken Words, Syllables, and Sounds (Phonemes).  
**EE.RF.K.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2.a Recognize and produce rhyming words.  
**EE.RF.K.2.a** With guidance and support, recognize rhyming words.
- RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.  
**EE.RF.K.2.b** With guidance and support, recognize the number of words in a spoken message.
- RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.  
**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

- RF.K.3 Know and Apply Grade-Level Phonics and Word Analysis Skills in Decoding Words  
**EE.RF.K.3** Demonstrate emerging awareness of print.
- RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  
**EE.RF.K.3.a** With guidance and support, recognize first letter of own name in print.
- RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  
**EE.RF.K.3.c** With guidance and support, recognize environmental print.

### Fluency

- RF.K.4 Read emergent-reader texts with purpose and understanding.  
**EE.RF.K.4** Engage in purposeful shared reading of familiar text.

## WRITING STANDARDS

### Text Types and Purposes

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).  
**EE.W.K.1** With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  
**EE.W.K.2** With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  
**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

- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  
**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

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  
**EE.W.K.7** With guidance and support, participate in shared research and writing objects.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
**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

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
**EE.SL.K.1** Participate in conversations with others.
- SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
**EE.SL.K.1.a** Communicate directly with supportive adults or peers.
- SL.K.1.b Continue a conversation through multiple exchanges.  
**EE.SL.K.1.b** Participate in multiple-turn communication exchanges with support from adults.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  
**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.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
**EE.SL.K.3** Ask for help when needed.

*Presentation of Knowledge and Ideas*

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
**EE.SL.K.4** With guidance and support, identify familiar people, places, things, and events.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.  
**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.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.  
**EE.SL.K.6** With guidance and support, communicate thoughts, feelings, and ideas.

**LANGUAGE STANDARDS**

*Conventions of Standard English*

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**EE.L.K.1** Demonstrate emerging understanding of letter and word use.
  - L.K.1.a Print many upper- and lowercase letters.  
**EE.L.K.1.a** With guidance and support, distinguish between letters and other symbols or shapes.
  - L.K.1.b Use frequently occurring nouns and verbs.  
**EE.L.K.1.b** With guidance and support, use frequently occurring nouns in communication.
  - L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  
**EE.L.K.1.c** With guidance and support, use frequently occurring plural nouns.
  - L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  
**EE.L.K.1.d** With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.
  - L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  
**EE.L.K.1.e** With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
  - L.K.1.f Produce and expand complete sentences in shared language activities.  
**EE.L.K.1.f** With guidance and support, link two or more words together in communication.

*Vocabulary Acquisition And Use*

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  
**EE.L.K.4** Demonstrate emerging knowledge of word meanings.
  - L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  
**EE.L.K.4.a** With guidance and support, demonstrate understanding of words used in every day routines.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.  
**EE.L.K.5** Demonstrate emerging understanding of word relationships.
  - L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  
**EE.L.K.5.a.** With guidance and support, sort common objects into familiar categories.
  - L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  
**EE.L.K.5.b** With guidance and support, demonstrate understanding of frequently occurring opposites.
  - L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).  
**EE.L.K.5.c** With guidance and support, use words to communicate in real-life situations.
  - L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.  
**EE.L.K.5.d** With guidance and support, demonstrate an understanding of common verbs.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  
**EE.L.K.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

## ENGLISH LANGUAGE ARTS – 1<sup>st</sup> GRADE

### READING STANDARDS FOR LITERATURE

#### *Key Ideas and Details*

RL.1.1 Ask and answer questions about key details in a text.

**EE.RL.1.1** Identify details in familiar stories.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**EE.RL.1.2** With guidance and support, recount major events in familiar stories.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

**EE.RL.1.3** Identify characters and settings in a familiar story.

#### *Craft and Structure*

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**EE.RL.1.4** With guidance and support, identify sensory or feeling words in a familiar story.

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**EE.RL.1.5** With guidance and support, identify a text as telling a story.

RL.1.6 Identify who is telling the story at various points in a text.

**EE.RL.1.6** With guidance and support, identify a speaker within a familiar story.

#### *Integration of Knowledge and Ideas*

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

**EE.RL.1.7** Identify illustrations or objects/tactual information that go with a familiar story.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

**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*

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**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*

RI.1.1 Ask and answer questions about key details in a text.

**EE.RI.1.1** Identify details in familiar text.

RI.1.2 Identify the main topic and retell key details of a text.

**EE.RI.1.2** With guidance and support, identify details related to the topic of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**EE.RI.1.3** Identify individuals, events, or details in a familiar informational text.

#### *Craft and Structure*

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**EE.RI.1.4** With guidance and support, ask a reader to clarify the meaning of a word in a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**EE.RI.1.5** Locate the front cover, back cover, and title page of a book.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**EE.RI.1.6** Distinguish between words and illustrations in a text.

#### *Integration and Knowledge and Ideas*

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

**EE.RI.1.7** Identify illustrations or objects/tactual information that go with a familiar text.

RI.1.8 Identify the reasons an author gives to support points in a text.

**EE.RI.1.8** Identify points the author makes in a familiar informational text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**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*

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

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

### READING STANDARDS: FOUNDATIONAL SKILLS

#### *Print Concepts*

RF.1.1 Demonstrate Understanding of the Organization and Basic Features of Print

**EE.RF.1.1** Demonstrate emerging understanding of the organization of print.

RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**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*

RF.1.2 Demonstrate Understanding of Spoken Words, Syllables, and Sounds (Phonemes).

**EE.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.  
**EE.RF.1.2.a** Recognize rhyming words.
- RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
**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.
- RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
**EE.RF.1.2.c** Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
- RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
**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*

- RF.1.3 Know and Apply Grade-Level Phonics and Word Analysis Skills in Decoding Words  
**EE.RF.1.3** Demonstrate emerging letter and word identification skills.
- RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.  
**EE.RF.1.3.a** Identify upper case letters of the alphabet.
- RF.1.3.b Decode regularly spelled one-syllable words.  
**EE.RF.1.3.b** With guidance and support, recognize familiar words that are used in every day routines.

*Fluency*

- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  
**EE.RF.1.4** Begin to attend to words in print.
- RF.1.4.a Read on-level text with purpose and understanding.  
**EE.RF.1.4.a** Engage in sustained, independent study of books.
- RF.1.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  
**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*

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  
**EE.W.1.1** Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
**EE.W.1.2** Select a familiar topic and use drawing, dictating, or writing to share information about it.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  
**EE.W.1.3** Select an event and use drawing, dictating, or writing to share information about it.

*Production and Distribution of Writing*

- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  
**EE.W.1.5** With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
**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*

- W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).  
**EE.W.1.7** With guidance and support, participate in shared research and writing projects.
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  
**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*

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups  
**EE.SL.1.1** Participate in conversations with adults.
- SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
**EE.SL.1.1.a** Engage in multiple-turn exchanges with supportive adults.
- SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  
**EE.SL.1.1.b** Build on comments or topics initiated by an adult.
- SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.  
**EE.SL.1.1.c** Uses one or two words to ask questions related to personally relevant topics.

- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  
**EE.SL.1.2** During shared reading activities, answer questions about details presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  
**EE.SL.1.3** Communicate confusion or lack of understanding ("I don't know.").
- Presentation of Knowledge and Ideas*
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  
**EE.SL.1.4** Identify familiar people, places, things, and events.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  
**EE.SL.1.5** Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
- SL.1.6 Produce complete sentences when appropriate to task and situation.  
**EE.SL.1.6** With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

## LANGUAGE STANDARDS

### *Conventions of Standard English*

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**EE.L.1.1** Demonstrate emerging understanding of letter and word use.
- L.1.1.a Print all upper- and lowercase letters.  
**EE.L.1.1.a** Write letters from own name.
- L.1.1.b Use common, proper, and possessive nouns.  
**EE.L.1.1.b** Use frequently occurring nouns in communication.
- L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  
**EE.L.1.1.c** Use frequently occurring plural nouns in communication.
- L.1.1.d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).  
**EE.L.1.1.d** With guidance and support, use familiar personal pronouns (e.g., I, me, and you).
- L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  
**EE.L.1.1.e** Use familiar present tense verbs.
- L.1.1.f Use frequently occurring adjectives.  
**EE.L.1.1.f** With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
- L.1.1.i Use frequently occurring prepositions (e.g., during, beyond, toward).  
**EE.L.1.1.i** With guidance and support, use common prepositions (e.g., on, off, in, out).
- L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
**EE.L.1.1.j** With guidance and support, use simple question words (interrogatives) (e.g., who, what).
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**EE.L.1.2** Demonstrate emerging understanding of conventions of standard English.
- L.1.2.b Use end punctuation for sentences.  
**EE.L.1.2.b** With guidance and support during shared writing, put a period at the end of a sentence.
- L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
**EE.L.1.2.d** With guidance and support, use letters to create words.
- L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  
**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*

- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  
**EE.L.1.4** Demonstrate emerging knowledge of word meanings.
- L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.  
**EE.L.1.4.a** Demonstrate understanding of words used in every day routines.
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
**EE.L.1.5** Demonstrate emerging understanding of word relationships.
- L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  
**EE.L.1.5.a** With guidance and support, sort common objects into familiar categories.
- L.1.5.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).  
**EE.L.1.5.b** With guidance and support, identify attributes of familiar words.
- L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).  
**EE.L.1.5.c** With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.
- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  
**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*

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**EE.RL.2.1** Answer who and where questions to demonstrate understanding of details in a familiar text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**EE.RL.2.2** Using details from the text, recount events from familiar stories from diverse cultures.

RL.2.3 Describe how characters in a story respond to major events and challenges.

**EE.RL.2.3** Identify the actions of the characters in a story.

#### *Craft and Structure*

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**EE.RL.2.4** Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**EE.RL.2.5** Determine the beginning and ending of a familiar story with a logical order.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**EE.RL.2.6** Identify the speakers in a dialogue.

#### *Integration of Knowledge and Ideas*

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**EE.RL.2.7** Identify illustrations or objects/tactual information in print or digital text that depict characters.

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**EE.RL.2.9** Identify similarities between two episodes in a story.

#### *Range of Reading and Level of Text Complexity*

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**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*

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**EE.RI.2.1** Answer who and what questions to demonstrate understanding of details in a familiar text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**EE.RI.2.2** Identify the topic of the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**EE.RI.2.3** Identify individuals, events, or details in an informational text.

#### *Craft and Structure*

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**EE.RI.2.4** Identify words related to a topic of a text.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

**EE.RI.2.5** Identify details in informational text or its graphic representations.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**EE.RI.2.6** Identify the role of the author and the illustrator.

#### *Integration and Knowledge and Ideas*

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**EE.RI.2.7** Identify illustrations or objects/tactual information that go with a text.

RI.2.8 Describe how reasons support specific points the author makes in a text.

**EE.RI.2.8** Identify points the author makes in an informational text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

**EE.RI.2.9** Identify a common element between two texts on the same topic.

#### *Range of Reading and Level of Text Complexity*

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2—3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**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*

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**EE.RF.2.3** Demonstrate emerging use of letter-sound knowledge to read words.

RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.

**EE.RF.2.3.a** Identify the lower case letters of the alphabet.

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.

**EE.RF.2.3.b** Identify letter sound correspondence for single consonants.

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

**EE.RF.2.3.f** Recognize 10 or more written words.

#### Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

**EE.RF.2.4** Attend to words in print.

RF.2.4.a Read on-level text with purpose and understanding.

**EE.RF.2.4.a** Read familiar text comprised of known words.

### WRITING STANDARDS

#### Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**EE.W.2.1** Select a book and write, draw, or dictate to state an opinion about it.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**EE.W.2.2** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**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

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**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.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**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

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**EE.W.2.7** Participate in shared research and writing projects.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**EE.W.2.8** Identify information related to personal experiences and answer simple questions about those experiences.

### SPEAKING AND LISTENING STANDARDS

#### Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**EE.SL.2.1** Participate in conversations with adults and peers.

SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**EE.SL.2.1.a** Engage in multiple-turn exchanges with peers with support from an adult.

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

**EE.SL.2.1.b** Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

**EE.SL.2.1.c** Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**EE.SL.2.2** During shared reading activities, ask and answer questions about details presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**EE.SL.2.3** Answer questions about the details provided by the speaker.

#### Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**EE.SL.2.4** Identify a photograph or object that reflects a personal experience and tell one detail about it.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**EE.SL.2.5** Select visual, audio, or tactual representations to depict a personal experience.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**EE.SL.2.6** Combine words when communicating to provide clarification.

## LANGUAGE STANDARDS

### Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- EE.L.2.1** Demonstrate understanding of letter and word use.
    - L.2.1.a Use collective nouns (e.g., group).  
**EE.L.2.1.a** Produce all upper case letters.
    - L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  
**EE.L.2.1.b** Use common nouns (e.g., mom, dad, boy, girl) in communication.
    - L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).  
**EE.L.2.1.c** Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
    - L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  
**EE.L.2.1.d** Use frequently occurring verbs.
    - L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.  
**EE.L.2.1.e** Use frequently occurring adjectives.
    - L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).  
**EE.L.2.1.f** Combine two or more words together in communication.
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- EE.L.2.2** Demonstrate emerging understanding of conventions of standard English.
    - L.2.2.a Capitalize holidays, product names, and geographic names.  
**EE.L.2.2.a** With guidance and support, capitalize the first letter of familiar names.
    - L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge, boy → boil).  
**EE.L.2.2.d** Identify printed rhyming words with the same spelling pattern.
    - L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  
**EE.L.2.2.e** Consult print in the environment to support reading and spelling.

### Knowledge of Language

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- EE.L.2.3** Use language to achieve desired outcomes when communicating.
    - L.2.3.a Compare formal and informal uses of English.  
**EE.L.2.3.a** Use symbolic language when communicating.

### Vocabulary Acquisition And Use

- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- EE.L.2.4** Demonstrate knowledge of word meanings.
    - L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.  
**EE.L.2.4.a** Demonstrate knowledge of new vocabulary drawn from reading and content areas.
    - L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  
**EE.L.2.4.d** Identify the words comprising compound words.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- EE.L.2.5** Demonstrate understanding of word relationships and use.
    - L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
**EE.L.2.5.a** Identify real-life connections between words and their use (e.g., happy: "I am happy.").
    - L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  
**EE.L.2.5.b** Demonstrate understanding of the meaning of common verbs.
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- 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*

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the any answers.  
**EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
**EE.RL.3.2** Associate details with events in stories from diverse cultures.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  
**EE.RL.3.3** Identify the feelings of characters in a story.

#### *Craft and Structure*

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  
**EE.RL.3.4** Determine words and phrases that complete literal sentences in a text.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
**EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.  
**EE.RL.3.6** Identify personal point of view about a text.

#### *Integration of Knowledge and Ideas*

- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  
**EE.RL.3.7** Identify parts of illustrations or factual information that depict a particular setting, or event.
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  
**EE.RL.3.9** Identify common elements in two stories in a series.

#### *Range of Reading and Level of Text Complexity*

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2—3 text complexity band independently and proficiently.  
**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*

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**EE.RI.3.1** Answer who and what questions to demonstrate understanding of details in a text.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  
**EE.RI.3.2** Identify details in a text.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  
**EE.RI.3.3** Order two events from a text as "first" and "next."

#### *Craft and Structure*

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
**EE.RI.3.4** Determine words and phrases that complete literal sentences in a text.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**EE.RI.3.5** With guidance and support, use text features including headings and key words to locate information in a text.
- RI.3.6 Distinguish their own point of view from that of the author of a text.  
**EE.RI.3.6** Identify personal point of view about a text.

#### *Integration and Knowledge and Ideas*

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
**EE.RI.3.7** Use information gained from visual elements and words in the text to answer explicit who and what questions.
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
**EE.RI.3.8** Identify two related points the author makes in an informational text.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.  
**EE.RI.3.9** Identify similarities between two texts on the same topic.

#### *Range of Reading and Level of Text Complexity*

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2—3 text complexity band independently and proficiently.  
**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*

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**EE.RF.3.3** Use letter-sound knowledge to read words.

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

**EE.RF.3.3.a** In context, demonstrate basic knowledge of letter-sound correspondences.

RF.3.3.b Decode words with common Latin suffixes.

**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).

RF.3.3.d Read grade-appropriate irregularly spelled words.

**EE.RF.3.3.d** Recognize 40 or more written words.

### *Fluency*

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

**EE.RF.3.4** Read words in text.

RF.3.4.a Read on-level text with purpose and understanding.

**EE.RF.3.4.a** Read familiar text comprised of known words.

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**EE.RF.3.4.c** Use context to determine missing words in familiar texts.

## WRITING STANDARDS

### *Text Types and Purposes*

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

**EE.W.3.1** Write opinions about topics or text.

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**EE.W.3.1.a** Select a text and write an opinion about it.

W.3.1.b Provide reasons that support the opinion.

**EE.W.3.1.b** Write one reason to support an opinion about a text.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**EE.W.3.2** Write to share information supported by details.

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**EE.W.3.2.a** Select a topic and write about it including one fact or detail.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**EE.W.3.3** Write about events or personal experiences.

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**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*

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**EE.W.3.4** With guidance and support, produce writing that expresses more than one idea.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**EE.W.3.5** With guidance and support from adults and peers, revise own writing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**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*

W.3.7 Conduct short research projects that build knowledge about a topic.

**EE.W.3.7** Identify information about a topic for a research project.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**EE.W.3.8** Sort information on a topic or personal experience into two provided categories and write about each one.

### *Range of Writing*

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

## SPEAKING AND LISTENING STANDARDS

### *Comprehension and Collaboration*

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**EE.SL.3.1** Engage in collaborative discussions.

SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**EE.SL.3.1.a** Engage in collaborative interactions about texts.

- SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
**EE.SL.3.1.b Listen to others' ideas before responding.**
  - SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  
**EE.SL.3.1.c Indicate confusion or lack of understanding about information presented.**
  - SL.3.1.d Explain their own ideas and understanding in light of the discussion.  
**EE.SL.3.1.d Express ideas clearly.**
  - SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.**
  - SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  
**EE.SL.3.3 Ask or answer questions about the details provided by the speaker.**
- Presentation of Knowledge and Ideas*
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  
**EE.SL.3.4 Recount a personal experience, story, or topic including details.**
  - SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.  
**EE.SL.3.5 Create a multimedia presentation of a story or poem.**
  - SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
**EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.**

## LANGUAGE STANDARDS

### *Conventions of Standard English*

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**EE.L.3.1 Demonstrate standard English grammar and usage when communicating.**
  - L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
**EE.L.3.1.a Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.**
  - L.3.1.b Form and use regular and irregular plural nouns.  
**EE.L.3.1.b Use regular plural nouns in communication.**
  - L.3.1.d Form and use regular and irregular verbs.  
**EE.L.3.1.d Use present and past tense verbs.**
  - L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  
**EE.L.3.1.g Use common adjectives.**
  - L.3.1.i Produce simple, compound, and complex sentences.  
**EE.L.3.1.i Ask simple questions.**
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**EE.L.3.2 Demonstrate understanding of conventions of standard English.**
  - L.3.2.a Capitalize appropriate words in titles.  
**EE.L.3.2.a Capitalize the first letter of familiar names.**
  - L.3.2.b Use commas in addresses.  
**EE.L.3.2.b During shared writing, indicate the need to add a period at the end of a sentence.**
  - L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  
**EE.L.3.2.e Use resources as needed to spell common high-frequency words accurately.**
  - L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
**EE.L.3.2.f Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.**
  - L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  
**EE.L.3.2.g Consult print in the environment to support reading and spelling.**

### *Knowledge of Language*

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**EE.L.3.3 Use language to achieve desired outcomes when communicating.**
  - L.3.3.a Choose words and phrases for effect.  
**EE.L.3.3.a Use language to make simple requests, comment, or share information.**

### *Vocabulary Acquisition And Use*

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  
**EE.L.3.4 Demonstrate knowledge of word meanings.**
  - L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.  
**EE.L.3.4.a With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.**

- L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  
**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.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  
**EE.L.3.5** Demonstrate understanding of word relationships and use.
- L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  
**EE.L.3.5.a** Determine the literal meaning of words and phrases in context.
- L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  
**EE.L.3.5.b** Identify real-life connections between words and their use (e.g., happy: "I am happy.").
- L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).  
**EE.L.3.5.c** Identify words that describe personal emotional states.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  
**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*

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**EE.RL.4.1** Use details from the text to recount what the text says.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
**EE.RL.4.2** Identify the theme or central idea of a familiar story, drama or poem.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  
**EE.RL.4.3** Use details from the text to describe characters in the story.

#### *Craft and Structure*

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  
**EE.RL.4.4** Determine the meaning of words in a text.
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  
**EE.RL.4.5** Identify elements that are characteristic of stories.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  
**EE.RL.4.6** Identify the narrator of a story.

#### *Integration of Knowledge and Ideas*

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  
**EE.RL.4.7** Make connections between the text representation of a story and a visual, factual, or oral version of a story.
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  
**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*

- RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
**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*

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**EE.RI.4.1** Identify explicit details in an informational text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  
**EE.RI.4.2** Identify the main idea of a text when it is explicitly stated.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  
**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*

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  
**EE.RI.4.4** Determine meaning of words in text.
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 **EE.RI.4.5** Identify elements that are characteristic of informational texts.  
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**EE.RI.4.6** Compare own experience with a written account of the experience.

#### *Integration and Knowledge and Ideas*

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**EE.RI.4.7** Answer questions about information presented visually, orally, or quantitatively.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

**EE.RI.4.8** Identify one or more reasons supporting a specific point in an informational text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**EE.RI.4.9** Compare details presented in two texts on the same topic.

#### *Range of Reading and Level of Text Complexity*

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**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*

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**EE.RF.4.3** Use letter-sound knowledge to read words.

RF.4.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**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*

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

**EE.RF.4.4** Read words in text.

RF.4.4.a Read on-level text with purpose and understanding.

**EE.RF.4.4.a** Read text comprised of familiar words with accuracy and understanding.

RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**EE.RF.4.4.c** Use letter knowledge and context to support word recognition when reading.

### WRITING STANDARDS

#### *Text Types and Purposes*

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

**EE.W.4.1** Write opinions about topics or text.

W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**EE.W.4.1.a** Select a topic or text and write an opinion about it.

W.4.1.b Provide reasons that are supported by facts and details.

**EE.W.4.1.b** List reasons to support the opinion.

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**EE.W.4.2** Write to share information supported by details.

W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**EE.W.4.2.a** Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.

W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**EE.W.4.2.b** List words, facts, or details related to the topic.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**EE.W.4.3** Write about events or personal experiences.

W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**EE.W.4.3.a** Write about a personal experience including two events in sequence.

W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**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*

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**EE.W.4.4** Produce writing that expresses more than one idea.

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**EE.W.4.5** With guidance and support from adults and peers, plan before writing and revise own writing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**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

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
**EE.W.4.7** Gather information about a topic from two or more sources for a research project.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**EE.W.4.8** Recall and sort information from personal experiences or a topic into given categories.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**EE.W.4.9** Recall information from literary and informational text to support writing.
- W.4.9.a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").  
**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.").
- W.4.9.b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").  
**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

- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
**EE.W.4.10** Write routinely for a variety of tasks, purposes, and audiences.

## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  
**EE.SL.4.1** Engage in collaborative discussions.
- SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  
**EE.SL.4.1.a** Contribute ideas from prior knowledge of a text during discussions about the same text.
- SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  
**EE.SL.4.1.b** With guidance and support, carry out assigned role in a discussion.
- SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  
**EE.SL.4.1.c** Answer specific questions related to information in a discussion.
- SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  
**EE.SL.4.1.d** Identify the key ideas in a discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**EE.SL.4.2** Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- SL.4.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  
**EE.SL.4.3** Identify a point that the speaker makes.
- Presentation of Knowledge and Ideas*
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
**EE.SL.4.4** Retell a story or personal experience or recount a topic with supporting details.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  
**EE.SL.4.5** Add audio recordings or visuals to a presentation about a personally relevant topic.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  
**EE.SL.4.6** Differentiate between communication partners and contexts that call for formal and informal communication.

## LANGUAGE STANDARDS

### Conventions of Standard English

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**EE.L.4.1** Demonstrate standard English grammar and usage when communicating.
- L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  
**EE.L.4.1.a** Use possessive pronouns.
- L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  
**EE.L.4.1.b** Combine common nouns with verbs, nouns, or pronouns in communication.
- L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  
**EE.L.4.1.d** Use comparative and superlative adjectives to describe people or objects.
- L.4.1.e Form and use prepositional phrases.  
**EE.L.4.1.e** Use common prepositions (e.g., to, from, in, out, on, off, by, with).
- L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  
**EE.L.4.1.f** Combine three or more words in communication.
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**EE.L.4.2** Demonstrate understanding of conventions of standard English.
- L.4.2.a Use correct capitalization.  
**EE.L.4.2.a** Capitalize the first word in a sentence.

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

**EE.L.4.2.d** Spell words phonetically, drawing on knowledge of letter sound relationships, and/or common spelling patterns.

#### *Knowledge of Language*

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**EE.L.4.3** Use language to achieve desired outcomes when communicating.

L.4.3.a Choose words and phrases to convey ideas precisely.

**EE.L.4.3.a** Use language to express emotion.

L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**EE.L.4.3.c** Communicate effectively with peers and adults.

#### *Vocabulary Acquisition And Use*

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**EE.L.4.4** Demonstrate knowledge of word meanings.

L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**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.

L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

**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).

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**EE.L.4.5** Demonstrate understanding of word relationships and use.

L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

**EE.L.4.5.b** Use common idioms (e.g., no way, not a chance, you bet).

L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**EE.L.4.5.c** Demonstrate understanding of opposites.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**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*

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**EE.RL.5.1** Identify words in the text to answer a question about explicit information.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
**EE.RL.5.2** Identify the central idea or theme of a story, drama or poem.
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
**EE.RL.5.3** Compare two characters in a familiar story.

#### *Craft and Structure*

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
**EE.RL.5.4** Determine the intended meaning of multi-meaning words in a text.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  
**EE.RL.5.5** Identify a story element that undergoes change from beginning to end.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.  
**EE.RL.5.6** Determine the point of view of the narrator.

#### *Integration of Knowledge and Ideas*

- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  
**EE.RL.5.7** Identify illustrations, factual or multimedia elements that add to understanding of a text.
- RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  
**EE.RL.5.9** Compare stories, myths, or texts with similar topics or themes.

#### *Range of Reading and Level of Text Complexity*

- RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.  
**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*

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**EE.RI.5.1** Identify words in the text to answer a question about explicit information.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
**EE.RI.5.2** Identify the main idea of a text when it is not explicitly stated.
- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  
**EE.RI.5.3** Compare two individuals, events, or ideas in a text.

#### *Craft and Structure*

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  
**EE.RI.5.4** Determine the meanings of domain-specific words and phrases.
- RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
**EE.RI.5.5** Determine if a text tells about events, gives directions, or provides information on a topic.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  
**EE.RI.5.6** Compare two books on the same topic.

#### *Integration and Knowledge and Ideas*

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  
**EE.RI.5.7** Locate information in print or digital sources.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  
**EE.RI.5.8** Identify the relationship between a specific point and supporting reasons in an informational text.
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
**EE.RI.5.9** Compare and contrast details gained from two texts on the same topic.

#### *Range of Reading and Level of Text Complexity*

- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.  
**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*

- RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
**EE.RF.5.3** Use letter-sound knowledge to read words.
- RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  
**EE.RF.5.3.a** Read common sight words and decode single syllable words.

## Fluency

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.  
**EE.RF.5.4** Read words in text.
- RF.5.4.a Read on-level text with purpose and understanding.  
**EE.RF.5.4.a** Read text comprised of familiar words with accuracy and understanding.
- RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
**EE.RF.5.4.c** Use context to confirm or self-correct word recognition when reading.

## WRITING STANDARDS

### Text Types and Purposes

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
**EE.W.5.1** Write opinions about topics or text.
- W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.  
**EE.W.5.1.a** Introduce a topic or text and state an opinion about it.
- W.5.1.b Provide logically ordered reasons that are supported by facts and details.  
**EE.W.5.1.b** Provide reasons to support the opinion.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
**EE.W.5.2** Write to share information supported by details.
- W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
**EE.W.5.2.a** Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.
- W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
**EE.W.5.2.b** Provide facts, details, or other information related to the topic.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
**EE.W.5.3** Write about events or personal experiences.
- W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
**EE.W.5.3.a** Write about an experience or event including three or more events in sequence.

### Production and Distribution of Writing

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
**EE.W.5.4** Produce writing that is appropriate for an explicitly stated task or purpose.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
**EE.W.5.5** With guidance and support from adults and peers, plan before writing and revise own writing.
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  
**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

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  
**EE.W.5.7** Conduct short research projects using two or more sources.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  
**EE.W.5.8** Gather and sort relevant information on a topic from print or digital sources into given categories.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**EE.W.5.9** Use information from literary and informational text to support writing.
- W.5.9.a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  
**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.").
- W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").  
**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

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
**EE.W.5.10** Write routinely for a variety of tasks, purposes, and audiences.

## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  
**EE.SL.5.1** Engage in collaborative discussions.
- SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  
**EE.SL.5.1.a** Come to discussion prepared to share information.

- SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.  
**EE.SL.5.1.b Carry out assigned role in a discussion.**
  - SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  
**EE.SL.5.1.c Ask questions related to information in a discussion.**
  - SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  
**EE.SL.5.1.d Make comments that contribute to the discussion and link to the remarks of others.**
  - SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
**EE.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.**
  - SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  
**EE.SL.5.3 Identify the reasons and evidence supporting a specific point.**
- Presentation of Knowledge and Ideas*
- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
**EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.**
  - SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  
**EE.SL.5.5 Select or create audio recordings and visual/tactile displays to enhance a presentation.**
  - SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.  
**EE.SL.5.6 Differentiate between contexts that require formal and informal communication.**

## LANGUAGE STANDARDS

### *Conventions of Standard English*

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**EE.L.5.1 Demonstrate standard English grammar and usage when communicating.**
  - L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.  
**EE.L.5.1.b Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).**
  - L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor).  
**EE.L.5.1.e Use frequently occurring conjunctions: and, but, or, for, because.**
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**EE.L.5.2 Demonstrate understanding of conventions of standard English.**
  - L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.  
**EE.L.5.2.e Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.**

### *Knowledge of Language*

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
**EE.L.5.3 Use language to achieve desired meaning when communicating.**
  - L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  
**EE.L.5.3.a Communicate using complete sentences when asked.**

### *Vocabulary Acquisition And Use*

- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  
**EE.L.5.4 Demonstrate knowledge of word meanings.**
  - L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
**EE.L.5.4.a Use sentence level context to determine which word is missing from a content area text.**
  - L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  
**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).**
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
**EE.L.5.5 Demonstrate understanding of word relationship and use.**
  - L.5.5.a Interpret figurative language, including similes and metaphors, in context.  
**EE.L.5.5.a Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).**
  - L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  
**EE.L.5.5.c Demonstrate understanding of words that have similar meanings.**
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  
**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*

K.CC.1	Count to 100 by ones and by tens. <b>EE.K.CC.1.</b> Starting with one, count to 10 by ones.
--------	--

*Count to Tell the Number of Objects*

K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. <b>EE.K.CC.4.</b> Demonstrate one-to-one correspondence, pairing each object with one and only one number and each number with one and only one object.
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. <b>EE.K.CC.5.</b> 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*

K.CC.6	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. Include groups with up to ten objects. <b>EE.K.CC.6.</b> 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.)*

K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. <b>EE.K.OA.1.</b> Represent addition as "putting together" or subtraction as "taking from" in everyday activities.
--------	--

## MEASUREMENT AND DATA

MD

*Describe and Compare Measurable Attributes.*

K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. <b>EE.K.MD.1-3.</b> Classify objects according to attributes (big/small, heavy/light).

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

K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10. <b>EE.K.MD.1-3.</b> 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).*

K.G.2	Correctly name shapes regardless of their orientations or overall size.
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). <b>EE.K.G.2-3.</b> Match shapes of same size and orientation (circle, square, rectangle, triangle).

**MATHEMATICS – 1<sup>st</sup> GRADE****OPERATIONS AND ALGEBRAIC THINKING****OA***Represent and solve problems involving addition and subtraction.*

1.OA.1 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.

**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.

1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

**EE.1.OA.2.** Use “putting together” to solve problems with two sets.

*Add and subtract within 20.*

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

**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.*

1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**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.*

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

**EE.1.NBT.2.** Create sets of 10.

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

**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.*

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**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.*

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

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

*Tell and write time.*

1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

**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.*

1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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

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

1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

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

- 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Students do not need to learn formal names such as "right rectangular prism."  
**EE.1.G.2.** Sort shapes of same size and orientation (circle, square, rectangle, triangle).
- 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.  
**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.*

- 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.  
**EE.2.OA.3.** Equally distribute even numbers of objects between two groups.
- 2.OA.4 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.  
**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.*

- 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:  
**EE.2.NBT.1.** Represent numbers up to 30 with sets of tens and ones using objects in columns or arrays.
- 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.  
**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.
- 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.  
**EE.2.NBT.3.** Identify numerals 1 to 30.
- 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.  
**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.*

- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  
**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.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  
**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.*

- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  
**EE.2.MD.1.** Measure the length of objects using non-standard units.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.  
**EE.2.MD.3–4.** Order by length using non-standard units.

*Relate addition and subtraction to length.*

- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.  
**EE.2.MD.5.** Increase or decrease length by adding or subtracting unit(s).

2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

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

*Work with time and money.*

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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

2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

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

*Represent and interpret data.*

2.MD.9 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.

2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

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

## GEOMETRY

G

*Reason with shapes and their attributes.*

2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Sizes are compared directly or visually, not compared by measuring.

**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.*

3.OA.1 Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.

3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

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

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**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.*

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

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

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

**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.*

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

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

3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

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

3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**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.*

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

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

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Excludes multiplicative comparison problems (problems involving notions of "times as much"; Excludes compound units such as  $\text{cm}^3$  and finding the geometric volume of a container.

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

*Represent and interpret data.*

3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

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

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

**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.*

3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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

3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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

## NUMBER AND OPERATIONS—FRACTIONS

NF

*Develop understanding of fractions as numbers.*

3.NF.1 Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

**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.*

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 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.

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

4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

*Gain familiarity with factors and multiples.*

4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

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

*Generate and analyze patterns.*

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

**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.*

4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

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

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

**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.*

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

**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.*

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

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

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

**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.

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

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

*Represent and interpret data.*

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

**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.*

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

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

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

**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.*

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

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

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**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.*

4.NF.1 Explain why a fraction  $\frac{a}{b}$  is equivalent to a fraction  $\frac{n \times a}{n \times b}$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

**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.*

4.NF.3 Understand a fraction  $\frac{a}{b}$  with  $a > 1$  as a sum of fractions  $\frac{1}{b}$ .

**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.*

- 5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

**EE.5.OA.3.** Identify and extend numerical patterns.**NUMBER AND OPERATIONS IN BASE TEN****NBT***Understand the place value system.*

- 5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

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

- 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

**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.

- 5.NBT.3 Read, write, and compare decimals to thousandths.

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

- 5.NBT.4 Use place value understanding to round decimals to any place.

**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.*

- 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.

**EE.5.NBT.5.** Multiply whole numbers up to  $5 \times 5$ .

- 5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

- 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**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.*

- 5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

**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.*

- 5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ ,  $1/4$ ,  $1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.

**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.*

- 5.MD.3 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

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

- 5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

- 5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

**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.*

- 5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

- 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**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.*

- 5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

- 5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

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

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

5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

**EE.5.NF.1.** Identify models of halves ( $\frac{1}{2}$ ,  $\frac{2}{2}$ ) and fourths ( $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ).

5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

**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.....

5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. *Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances. Assessment Boundary: Assessment does not include distinguishing mass and weight.*

**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.

5-PS1-3 Make observations and measurements to identify materials based on their properties. *Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property. Assessment Boundary: Assessment does not include density or distinguishing mass and weight.*

**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

5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down. *Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth. Assessment Boundary: Assessment does not include mathematical representation of gravitational force.*

**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

5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. *Clarification Statement: Examples of models could include diagrams, and flow charts.*

**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

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. *Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.*

**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

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. *Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth. Assessment Boundary: Assessment does not include molecular explanations.*

**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

5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. *Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months. Assessment Boundary: Assessment does not include causes of seasons.*

**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

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. *Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system. Assessment Boundary: Assessment is limited to the interactions of two systems at a time.*

**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

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

**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).

## Resources

### 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/>

### Illinois Learning Standards Teacher Resources

Illinois Classrooms in Action – Your first stop for K-12 resources! All of these books can be downloaded from this website under the “Standards Books” page. ( [www.ilclassroomsinaction.org/standardsbooks.html](http://www.ilclassroomsinaction.org/standardsbooks.html) )

[www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)