

ILLINOIS PRIORITY LEARNING STANDARDS



Illinois
State Board of
Education

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Introduction

In light of the many ways students have been, and continue to be, impacted by the global pandemic, remote learning, and racial and social injustices that are being revealed during this moment in history, it is evident schools, teachers, and students will need to maximize learning during the 2020-2021 school year and beyond. Educators will need to contend with unfinished learning and learning loss compounded by trauma as they begin instructional planning for the future. While school districts in Illinois are strongly encouraged to engage students in-person to the greatest extent possible, implementing the necessary safety precautions and distancing protocols may limit instructional time when students need it more than ever and some students may not be able to return to school physically due to high risk or recent COVID-19 exposure. Every community, school, and classroom in Illinois is unique and will look different, but what we must all have in common is a commitment to delivering the highest quality instruction possible to each and every student as we work collectively toward recovery.

To maximize learning and help students recover, we need to engage in deep and meaningful learning, not shallow remediation. To support efforts which accelerate learning in classrooms across the state, the Illinois State Board of Education assembled a diverse and skilled team of Illinois educators to identify the most Priority Illinois Learning Standards. The educators who drafted the Priority Standards that comprise this document carefully considered the full set of Illinois Learning Standards and selected standards which most effectively engage students deeply and maximize learning. They specifically considered which learning standards:

- are the most foundational/essential knowledge, skills, and competencies for *all* students
- are the most critical for continued learning success at subsequent grade levels
- are best suited for interdisciplinary and/or project-based learning
- depict the knowledge, skills, and dispositions we want all students to possess to successfully complete in given grade level or stage of their education

Their choices were made thoughtfully and methodically based on their own knowledge and experiences as exceptional educators with full recognition that these same choices might not be right for every school, classroom, or student. The Illinois State Board of Education Superintendent, Dr. Carmen Ayala, made the following statement on the purpose of the Illinois Priority Learning Standards (IPLS):

"The Illinois Priority Learning Standards document is not intended to serve as a mandate from the State or a replacement of the full set of learning standards. The purpose of the IPLS is to provide a starting point for discussions on prioritization of learning standards at the local district level. This prioritization can help to ensure learners are being met where they are at and moved along the continuum of learning toward grade level proficiency and beyond."

These priority standards are meant to be a starting point for collaborative planning and discourse in every local district and learning community and should be utilized as a guide to keep students and their learning at the center of all planning.

- The Illinois State Board of Education and the educators with whom we collaborated on this project recognize that all of the Illinois Learning Standards are essential to student achievement. However, given the public health crisis with which we continue to grapple, we offer these prioritized standards to

mitigate the added stress and pressure placed on educators and students and to support a focus on the standards that will have the greatest positive impact on learning. In whatever context districts find themselves as they prepare for the coming school year, teachers are encouraged to begin planning with those content-specific, grade-level, vertically aligned critical standards and to work collaboratively to make any adjustments necessary to best meet the needs of your students. As we engage in this critical work, let us do so with the following aims in mind:

- All students must have equitable opportunities for meaningful, standards-based learning whether that can occur in-person or in through blended or remote structures. In our new reality, students need to learn more, in less time.
- Students and families need routines and structures to ensure they remain engaged and connected to schools and teachers to maximize instructional time and student learning opportunities.
- The measurement of learning is not about how long a student spends in a classroom or in a seat. It is measured by collections of evidence and demonstrations of proficiencies.

SEL/PE/Health Learning

Group rationale for selecting the standards for SEL, PE, and Health

After careful review of the SEL standards, the committee has determined that all the SEL standards are of critical importance for all students to grow and develop. We also firmly believe that SEL standards need to be embedded in every content area as they apply for students to find relevant and meaningful applications to real-world situations. We have taken into consideration that schools and districts are in different areas of implementation of the SEL standards within the content areas.

Given that students were in a remote learning environment for two to three months at the end of 19-20, we felt that the topic of safety and social-emotional learning were of the highest priority for all. Students, parents, and school staff will need to contact safe as we return to any level of in-person learning. Through the course of the year, all the SEL standards will need to be addressed; however, schools and districts are to consider how they can create an environment that promotes student’s safety and assures them, so they are ready to learn content.

In conjunction with the SEL standards, the PE and Health standards were included in our work. Physical activity and health instruction are shown to promote student well-being. Students’ physical and emotional health will benefit from several selected PE and Health standards. These selected standards will further assist the students in their social-emotional growth and development.

Given this context, SEL standards should continue to be embedded in every content area and included in the most relevant units of study, however, the table below is a recommendation for a starting point for schools and districts.

| | Birth - 2 | 3 - 8 | 9 - 12 |
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| Priority Standard | Goal 3 (Illinois Early Learning and Development Standards - IELDS 32): Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. | | |
| Critical Concepts | IELDS 32A: Begin to consider ethical, safety, and societal factors in making decisions. 3A: Consider ethical, safety, and societal factors in making decisions. | 3A: Consider ethical, safety, and societal factors in making decisions. | 3A: Consider ethical, safety, and societal factors in making decisions. |

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| <p>Instructional Guidance</p> | <p><u>Early Childhood/Pre-K</u> 32.A.ECb Follow rules and make good choices about behavior.</p> <p><u>Grades K-2</u> 3A.1b. Identify social norms and safety considerations that guide behavior.</p> <p>What Works Briefs</p> | <p><u>Grades 3-5</u> 3A.1b. Identify social norms and safety considerations that guide behavior.</p> <p><u>Grades 6-8</u> 3A.3b. Analyze the reasons for school and societal rules.</p> <p>3rd Grade SEL Descriptors -.</p> | <p><u>Grades 9-10</u> 3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> <p><u>Grades 11-12</u> 3A.5a. Apply ethical reasoning to evaluate societal practices.</p> |
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| <p align="center">Social Emotional Learning Standards</p> | | | |
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| | <p align="center">Birth - 2</p> | <p align="center">3 - 8</p> | <p align="center">9 - 12</p> |
| <p>Priority Standard</p> | <p>Goal 2 (IELDS 31): Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> | | |
| <p>Critical Concepts</p> | <p>IELDS 31.A: Develop positive relationships with peers and adults.</p> <p>IELDS 31.B:Use communication and social skills to interact effectively with others.</p> <p>IELDS 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and</p> | <p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p> | <p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p> |

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| | differences. | | |
| Instructional Guidance | <p><u>Early Childhood/Pre-K</u> 31A.ECc Interact easily with familiar adults.</p> <p>31A.ECe Develop positive relationships with peers.</p> <p>31.B.ECa Interact verbally and nonverbally with other children.</p> <p>31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</p> <p>31.C.ECa Begin to share materials and experiences and take turns.</p> <p><u>Grades K-2</u> 2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b Describe the expressed feelings and perspectives of others.</p> <p>2B.2a Identify differences among and contributions of various social and cultural groups.</p> <p>Illinois Early Learning Project Tip sheet Separation Anxiety</p> <p>What Works Briefs</p> | <p><u>Grades 3-5</u> 2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b. Describe the expressed feelings and perspectives of others.</p> <p>2B.2a. Identify differences among and contributions of various social and cultural groups.</p> <p>2B.2b. Demonstrate how to work effectively with those who are different from oneself.</p> <p><u>Grades 6-8</u> 2A.3a. Predict others' feelings and perspectives in a variety of situations.</p> <p>2A.3b. Analyze how one's behavior may affect others.</p> <p>2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p> <p>2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.</p> | <p><u>Grades 9-10</u> 2A.4a. Analyze similarities and differences between one's own and others' perspectives.</p> <p>2A.4b. Use conversation skills to understand others' feelings and perspectives.</p> <p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p> <p><u>Grades 11-12</u> 2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p> <p>2A.5b. Demonstrate ways to express empathy for others.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p> <p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> |

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| SEL Priority Standard | Goal 1 (IELDS 30): Develop self-awareness and self-management skills to achieve school and life success. | | |
| SEL Critical Concepts | IELDS GOAL 30A: Identify and manage one’s emotions and behavior. | 1A. Identify and manage one’s emotions and behavior. | 1A. Identify and manage one’s emotions and behavior. |
| SEL Instructional Guidance | <p><u>Early Childhood/Pre-K</u> 30.A.ECa Recognize and label basic emotions.</p> <p>30.A.ECd Begin to understand and follow rules.</p> <p>30.A.ECe Use materials with purpose, safety, and respect.</p> <p><u>Grades K-2</u> 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>Illinois Early Learning Project Tip Sheet: Play and Self-Regulation in Preschool</p> <p>What Works Briefs</p> | <p><u>Grades 3-5</u> 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p><u>Grades 6-8</u> 1A.3b. Apply strategies to manage stress and to motivate successful performance.</p> | <p><u>Grades 9-10</u> 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p><u>Grades 11-12</u> 1A.5a. Evaluate how expressing one’s emotions in different situations affects others.</p> |

| Health Education Standards | | | |
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| | Birth - 2 | 3 - 8 | 9 - 12 |
| HEALTH Priority Standards | <p><u>State Goal 22-</u> Understand principles of health promotion and the prevention and treatment of illness and injury. (K-12) IELDS 22 (EC)</p> <p><u>State Goal 23-</u> Understand human body systems and factors that influence growth and development. (K-12)</p> | | |

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| <p>HEALTH Critical Concepts</p> | <p>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</p> <p>23A. Describe and explain the structure and functions of the human body and how they interrelate.</p> <p>23B Explain the effects of health-related actions on the body systems.</p> | <p>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</p> <p>23A. Describe and explain the structure and functions of the human body and how they interrelate.</p> <p>23B Explain the effects of health-related actions on the body systems.</p> <p>23C. Describe factors that affect growth and development.</p> <p>23D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness</p> | <p>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</p> <p>23A. Describe and explain the structure and functions of the human body and how they interrelate.</p> <p>23B Explain the effects of health-related actions on the body systems.</p> <p>23C. Describe factors that affect growth and development.</p> <p>23D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness</p> |
| <p>HEALTH Instructional Guidance</p> | <p><u>Early Childhood/Pre-K</u> 22.A.ECa Identify simple practices that promote healthy living and prevent illness.</p> <p>22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.</p> <p>22.A.ECc Identify and follow basic safety rules.</p> <p>23.A.1a Identify basic parts of the body.</p> <p><u>Grades K-2</u></p> | <p><u>Grades 3-5</u> 22.A.2a Describe benefits of early detection and treatment of illness.</p> <p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).</p> | <p><u>Grades 9-10</u> 22.A.4a Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).</p> <p>22.A.4b Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).</p> <p>22.A.4c Demonstrate basic</p> |

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| | <p>22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).</p> <p>22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing, and flossing teeth, eating practices, sleep, cleanliness).</p> <p>22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).</p> <p>23.A.1a Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).</p> <p>23.B.1a Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).</p> | <p>22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).</p> <p>23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).</p> <p>23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).</p> <p><u>Grades 6-8</u></p> <p>22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).</p> <p>22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).</p> <p>22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).</p> <p>22.A.3d Identify various</p> | <p>procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).</p> <p>22.A.4d Research and report about a career in health promotion, health care and injury prevention.</p> <p>23.A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).</p> <p>23.B.4a Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/ emotional health).</p> <p>23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.</p> <p>23. D.4a Explain how brain functions can be maintained and improved through activity.</p> <p><u>Grades 11-12</u></p> <p>22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).</p> |
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| | | <p>careers in health promotion, health care and injury prevention.</p> <p>23.A.3a Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).</p> <p>23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).</p> <p>23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).</p> <p>23. D.3a Explain how the brain is affected by movement.</p> | <p>22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).</p> <p>22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management).</p> <p>23.A.5a Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.</p> <p>23.B.5a Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).</p> <p>23.C.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).</p> <p>23. D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.</p> |
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| HEALTH Priority Standards | STATE GOAL 24 - Promote and enhance health and well-being through the use of effective communication and decision-making skills. | | |
| HEALTH Critical Concepts | <p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> <p>IELDS 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> | <p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> | <p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> |
| HEALTH Instructional Guidance | <p>Early Childhood/Pre-K 24.C.ECa Participate in activities to learn to avoid dangerous situations.</p> <p>Grades K-2 24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying). 24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening). Scripted Stories for Social Situations</p> | <p>Grades 3-5 24.A.2a Identify causes and consequences of conflict among youth. 24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language). Grades 6-8 24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities. 24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). 24.A.3c Explain how positive communication helps to</p> | <p>Grades 9-10 24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities. 24.A.4b Formulate strategies to prevent conflict and resolve differences. Grades 11-12 24.A.5a Compare and contrast strategies to prevent conflict and resolve differences.</p> |

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| | | build and maintain relationships at school, at home and in the workplace. | |
| | Birth - 2 | 3 - 8 | 9 - 12 |
| HEALTH Priority Standards | <u>State Goal 20 (IELDS 20)</u> -Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. | | |
| HEALTH Critical Concepts | <p>IELDS 20.A Achieve and maintain a health-enhancing level of physical fitness</p> <p>20.A.ECa Participate in activities to enhance physical fitness.</p> <p>20.A.ECb Exhibit increased levels of physical activity.</p> <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> | <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> | <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> |
| HEALTH Instructional Guidance | <p><u>Early Childhood/Pre-K</u> ECa Participate in activities to enhance physical fitness.</p> <p><u>Grades K-2</u> 20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.</p> <p>Illinois Early Learning Project Tip sheet: Building Endurance, Let's Get Physical</p> | <p><u>Grades 3-5</u> 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.</p> <p><u>Grades 6-8</u> 20.A.3a Identify the principles of training:</p> | <p><u>Grades 9-10</u> 20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.</p> <p>20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.</p> <p><u>Grades 11-12</u></p> |

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| | <p>Physical Fitness for Preschool-Aged Children</p> | <p>frequency, intensity, time, and type (FITT).</p> <p>20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.</p> | <p>20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.</p> <p>20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each.</p> |
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| Physical Education Standards | | | |
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| <p>PHYSICAL EDUCATION Priority Standards</p> | <p>STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</p> | | |
| <p>PHYSICAL EDUCATION Critical Concepts</p> | <p>19A Demonstrate physical competency in a variety of motor skills and movement patterns.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p>IELDS 19A Demonstrate physical competency and control of large and small muscles.</p> | <p>19A Demonstrate physical competency in a variety of motor skills and movement patterns.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> | <p>19A Demonstrate physical competency in a variety of motor skills and movement patterns.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> |
| <p>PHYSICAL EDUCATION Instructional Guidance</p> | <p>Early Childhood/Pre-K 19.A.ECa Engage in active play using gross-and fine-motor skills. 19.A.ECd Use eye-hand</p> | <p>Grades 3-5 19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with</p> | <p>Grades 9-10 19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of</p> |

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| | <p>coordination to perform tasks.</p> <p>19.A.ECe Use writing and drawing tools with some control.</p> <p><u>Grades K-2</u> 19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns</p> <p>19.C.1a - Demonstrate safe movement in physical activities.</p> <p>Illinois Early Learning Project Tip Sheet: Out and About with Preschoolers</p> <p>Illinois Early Learning Project Tip Sheet: The Power of the Pen</p> | <p>additional combination movement patterns.</p> <p>19.C.2a Identify and apply rules and safety procedures in physical activities.</p> <p><u>Grades 6-8</u> 19.A.3b Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.</p> | <p>activities.</p> <p><u>Grades 11-12</u> 19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.</p> |
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| <p>PHYSICAL EDUCATION Priority Standards</p> | <p><u>STATE GOAL 21:</u> Develop skills necessary to become a successful member of a team by working with others during physical activity.</p> | | |
| <p>PHYSICAL EDUCATION Critical Concepts</p> | <p>IELDS GOAL 21A: Demonstrate individual responsibility during group physical activities.</p> <p>IELDS GOAL 21B: Demonstrate cooperative skills during structured group physical activity.</p> | <p>21A: Demonstrate personal responsibility during group physical activities.</p> <p>21B: Demonstrate cooperative skills during structured group physical activity.</p> | <p>21A: Demonstrate personal responsibility during group physical activities.</p> <p>21B: Demonstrate cooperative skills during structured group physical activity.</p> |
| <p>PHYSICAL</p> | <p><u>Early Childhood/Pre-K</u></p> | <p><u>Grades 3-5</u></p> | <p><u>Grades 9-10</u></p> |

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| <p>EDUCATION Instructional Guidance</p> | <p>21.A.ECa Follow rules and procedures when participating in group physical activities.</p> <p>21.A.ECb Follow directions, with occasional adult reminders, during group activities.</p> <p><u>Grades K-2</u> 21.A.1a Follow directions and class procedures while participating in physical activities.</p> <p>21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.</p> <p>21.A.1c Work independently on tasks for short periods of time.</p> <p>21.B.1a Work cooperatively with another to accomplish an assigned task.</p> | <p>21.A.2a Accept responsibility for one’s own actions in group physical activities.</p> <p>21.A.2b Use identified procedures and safe practices without reminders during group physical activities.</p> <p>21.A.2c Work independently on task until completed.</p> <p>21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p> <p><u>Grades 6-8</u> 21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).</p> <p>21.A.3b Participate in establishing procedures for group physical activities.</p> <p>21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).</p> <p>21.B.3a Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).</p> | <p>21.A.4a Demonstrate decision-making skills both independently and with others during physical activities.</p> <p>21.A.4b Apply identified procedures and safe practices to all group physical activity settings.</p> <p>21.A.4c Complete a given task on time.</p> <p>21.B.4a Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p> <p><u>Grades 11-12</u> 21.A.5a Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).</p> <p>21.B.5a Demonstrate when to lead and when to be supportive to accomplish group goals.</p> |
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| PHYSICAL EDUCATION Priority Standards | State Goal 20 -Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. | | |
| PHYSICAL EDUCATION Critical Concepts | 20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. | 20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. | 20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. |
| PHYSICAL EDUCATION Instructional Guidance | <p>Early Childhood/Pre-K ECa Participate in activities to enhance physical fitness.</p> <p>Grades K-2 20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness</p> <p>Illinois Early Learning Project Tip sheet: Building Endurance, Let's Get Physical</p> <p>Physical Fitness for Preschool-Aged Children</p> | <p>Grades 3-5 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.</p> <p>Grades 6-8 20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).</p> <p>20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.</p> | <p>Grades 9-10 20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.</p> <p>20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.</p> <p>Grades 11-12 20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.</p> <p>20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications, and benefits of each.</p> |

| SEL Standards Mapped to the Health and PE Priorities | | | |
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| | Birth - 2 | 3 - 8 | 9 - 12 |
| SEL Priority Standard | Goal 3 (IELDS 32): Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. | | |
| SEL Critical Concepts | IELDS 32A: Begin to consider ethical, safety, and societal factors in making decisions. 3A: Consider ethical, safety, and societal factors in making decisions. | 3A: Consider ethical, safety, and societal factors in making decisions. | 3A: Consider ethical, safety, and societal factors in making decisions. |
| SEL Instructional Guidance | <u>Early Childhood/Pre-K</u> 32.A.ECb Follow rules and make good choices about behavior. <u>Grades K-2</u> 3A.1b. Identify social norms and safety considerations that guide behavior. What Works Briefs | <u>Grades 3-5</u> 3A.1b. Identify social norms and safety considerations that guide behavior. <u>Grades 6-8</u> 3A.3b. Analyze the reasons for school and societal rules. 3rd Grade SEL Descriptors -. | <u>Grades 9-10</u> 3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions. <u>Grades 11-12</u> 3A.5a. Apply ethical reasoning to evaluate societal practices. |
| HEALTH Priority Standards | <u>State Goal 22- Understand principles of health promotion and the prevention and treatment of illness and injury. (K-12) IELDS 22 (EC)</u> <u>State Goal 23-Understand human body systems and factors that influence growth and development. (K-12)</u> | | |
| HEALTH Critical Concepts | 22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services. 23A. Describe and explain | 22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services. 23A. Describe and explain | 22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services. 23A. Describe and explain |

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| | <p>the structure and functions of the human body and how they interrelate.</p> <p>23B Explain the effects of health-related actions on the body systems.</p> | <p>the structure and functions of the human body and how they interrelate.</p> <p>23B Explain the effects of health-related actions on the body systems.</p> <p>23C. Describe factors that affect growth and development.</p> <p>23D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness</p> | <p>the structure and functions of the human body and how they interrelate.</p> <p>23B Explain the effects of health-related actions on the body systems.</p> <p>23C. Describe factors that affect growth and development.</p> <p>23D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness</p> |
| <p>HEALTH Instructional Guidance</p> | <p><u>Early Childhood/Pre-K</u> 22.A.ECa Identify simple practices that promote healthy living and prevent illness.</p> <p>22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.</p> <p>22.A.ECc Identify and follow basic safety rules.</p> <p>23.A.1a Identify basic parts of the body.</p> <p><u>Grades K-2</u> 22.A.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).</p> <p>22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations,</p> | <p><u>Grades 3-5</u> 22.A.2a Describe benefits of early detection and treatment of illness.</p> <p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).</p> <p>22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).</p> | <p><u>Grades 9-10</u> 22.A.4a Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).</p> <p>22.A.4b Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).</p> <p>22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).</p> <p>22.A.4d Research and report about a career in health</p> |

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| | <p>hand washing, brushing, and flossing teeth, eating practices, sleep, cleanliness).</p> <p>22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).</p> <p>23.A.1a Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).</p> <p>23.B.1a Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).</p> | <p>23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).</p> <p>23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).</p> <p><u>Grades 6-8</u></p> <p>22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).</p> <p>22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).</p> <p>22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).</p> <p>22.A.3d Identify various careers in health promotion, health care and injury prevention.</p> <p>23.A.3a Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and</p> | <p>promotion, health care and injury prevention.</p> <p>23.A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).</p> <p>23.B.4a Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/ emotional health).</p> <p>23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.</p> <p>23. D.4a Explain how brain functions can be maintained and improved through activity.</p> <p><u>Grades 11-12</u></p> <p>22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).</p> <p>22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).</p> |
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| | | <p>oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).</p> <p>23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).</p> <p>23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).</p> <p>23. D.3a Explain how the brain is affected by movement.</p> | <p>22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management).</p> <p>23.A.5a Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.</p> <p>23.B.5a Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).</p> <p>23.C.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).</p> <p>23. D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.</p> |
| <p>PHYSICAL EDUCATION Priority Standards</p> | <p>STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.</p> | | |
| <p>PHYSICAL EDUCATION Critical</p> | <p>19A Demonstrate physical competency in a variety of motor skills and movement</p> | <p>19A Demonstrate physical competency in a variety of motor skills and movement</p> | <p>19A Demonstrate physical competency in a variety of motor skills and movement</p> |

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| <p>Concepts</p> | <p>patterns.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> <p>IELDS 19A Demonstrate physical competency and control of large and small muscles.</p> | <p>patterns.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> | <p>patterns.</p> <p>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p> |
| <p>PHYSICAL EDUCATION Instructional Guidance</p> | <p><u>Early Childhood/Pre-K</u> 19.A.ECa Engage in active play using gross-and fine-motor skills.</p> <p>19.A.ECd Use eye-hand coordination to perform tasks.</p> <p>19.A.ECe Use writing and drawing tools with some control.</p> <p><u>Grades K-2</u> 19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns.</p> <p>19.C.1a - Demonstrate safe movement in physical activities.</p> <p>Illinois Early Learning Project Tip Sheet: Out and About with Preschoolers</p> <p>Illinois Early Learning Project Tip Sheet: The Power of the Pen</p> | <p><u>Grades 3-5</u> 19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.</p> <p>19.C.2a Identify and apply rules and safety procedures in physical activities.</p> <p><u>Grades 6-8</u> 19.A.3b Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.</p> | <p><u>Grades 9-10</u> 19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.</p> <p><u>Grades 11-12</u> 19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.</p> |

| | Birth - 2 | 3 - 8 | 9 - 12 |
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| SEL Priority Standard | Goal 2 (IELDS 31): Use social-awareness and interpersonal skills to establish and maintain positive relationships. | | |
| SEL Critical Concepts | <p>IELDS 31.A: Develop positive relationships with peers and adults.</p> <p>IELDS 31.B: Use communication and social skills to interact effectively with others.</p> <p>IELDS 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p> | <p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p> | <p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p> |
| SEL Instructional Guidance | <p><u>Early Childhood/Pre-K</u></p> <p>31A.ECc Interact easily with familiar adults.</p> <p>31A.ECe Develop positive relationships with peers.</p> <p>31.B.ECa Interact verbally and nonverbally with other children.</p> <p>31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</p> | <p><u>Grades 3-5</u></p> <p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b. Describe the expressed feelings and perspectives of others.</p> <p>2B.2a. Identify differences among and contributions of various social and cultural groups.</p> <p>2B.2b. Demonstrate how to work effectively with those</p> | <p><u>Grades 9-10</u></p> <p>2A.4a. Analyze similarities and differences between one's own and others' perspectives.</p> <p>2A.4b. Use conversation skills to understand others' feelings and perspectives.</p> <p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural</p> |

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| | <p>31.C.ECa Begin to share materials and experiences and take turns.</p> <p>Grades K-2 2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b Describe the expressed feelings and perspectives of others.</p> <p>2B.2a Identify differences among and contributions of various social and cultural groups.</p> <p>Illinois Early Learning Project Tip sheet Separation Anxiety</p> <p>What Works Briefs</p> | <p>who are different from oneself.</p> <p>Grades 6-8 2A.3a. Predict others' feelings and perspectives in a variety of situations.</p> <p>2A.3b. Analyze how one's behavior may affect others.</p> <p>2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p> <p>2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.</p> | <p>groups.</p> <p>Grades 11-12 2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p> <p>2A.5b. Demonstrate ways to express empathy for others.</p> <p>2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p> <p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> |
| <p>HEALTH Priority Standards</p> | <p>STATE GOAL 24 - Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> | | |
| <p>HEALTH Critical Concepts</p> | <p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> <p>IELDS 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p> | <p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> | <p>24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> |
| <p>HEALTH Instructional Guidance</p> | <p>Early Childhood/Pre-K 24.C.ECa Participate in activities to learn to avoid dangerous situations.</p> <p>Grades K-2</p> | <p>Grades 3-5 24.A.2a Identify causes and consequences of conflict among youth.</p> <p>24.A.2b Demonstrate</p> | <p>Grades 9-10 24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of</p> |

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| | <p>24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).</p> <p>24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).</p> <p>Scripted Stories for Social Situations</p> | <p>positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).</p> <p>Grades 6-8</p> <p>24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.</p> <p>24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p> <p>24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p> | <p>individuals, families, and communities.</p> <p>24.A.4b Formulate strategies to prevent conflict and resolve differences.</p> <p>Grades 11-12</p> <p>24.A.5a Compare and contrast strategies to prevent conflict and resolve differences.</p> |
| <p>PHYSICAL EDUCATION Priority Standards</p> | <p>STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.</p> | | |
| <p>PHYSICAL EDUCATION Critical Concepts</p> | <p>IELDS GOAL 21A: Demonstrate individual responsibility during group physical activities.</p> <p>IELDS GOAL 21B: Demonstrate cooperative skills during structured group physical activity.</p> | <p>21A: Demonstrate personal responsibility during group physical activities.</p> <p>21B: Demonstrate cooperative skills during structured group physical activity.</p> | <p>21A: Demonstrate personal responsibility during group physical activities.</p> <p>21B: Demonstrate cooperative skills during structured group physical activity.</p> |
| <p>PHYSICAL EDUCATION Instructional Guidance</p> | <p>Early Childhood/Pre-K</p> <p>21.A.ECa Follow rules and procedures when participating in group physical activities.</p> | <p>Grades 3-5</p> <p>21.A.2a Accept responsibility for one’s own actions in group physical activities.</p> | <p>Grades 9-10</p> <p>21.A.4a Demonstrate decision-making skills both independently and with others during physical</p> |

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| | <p>21.A.ECb Follow directions, with occasional adult reminders, during group activities.</p> <p><u>Grades K-2</u></p> <p>21.A.1a Follow directions and class procedures while participating in physical activities.</p> <p>21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.</p> <p>21.A.1c Work independently on tasks for short periods of time.</p> <p>21.B.1a Work cooperatively with another to accomplish an assigned task.</p> | <p>21.A.2b Use identified procedures and safe practices without reminders during group physical activities.</p> <p>21.A.2c Work independently on task until completed.</p> <p>21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p> <p><u>Grades 6-8</u></p> <p>21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).</p> <p>21.A.3b Participate in establishing procedures for group physical activities.</p> <p>21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).</p> <p>21.B.3a Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).</p> | <p>activities.</p> <p>21.A.4b Apply identified procedures and safe practices to all group physical activity settings.</p> <p>21.A.4c Complete a given task on time.</p> <p>21.B.4a Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).</p> <p><u>Grades 11-12</u></p> <p>21.A.5a Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).</p> <p>21.B.5a Demonstrate when to lead and when to be supportive to accomplish group goals.</p> |
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| SEL Priority Standard | Goal 1 (IELDS 30): Develop self-awareness and self-management skills to achieve school and life success. | | |
| SEL Critical Concepts | IELDS GOAL 30A: Identify and manage one’s emotions and behavior. | 1A. Identify and manage one’s emotions and behavior. | 1A. Identify and manage one’s emotions and behavior |
| SEL Instructional Guidance | <p>Early Childhood/Pre-K</p> <p>30.A.ECa Recognize and label basic emotions.</p> <p>30.A.ECd Begin to understand and follow rules.</p> <p>30.A.ECe Use materials with purpose, safety, and respect.</p> <p>Grades K-2</p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>Illinois Early Learning Project Tip Sheet: Play and Self-Regulation in Preschool</p> <p>What Works Briefs</p> | <p>Grades 3-5</p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>Grades 6-8</p> <p>1A.3b. Apply strategies to manage stress and to motivate successful performance.</p> | <p>Grades 9-10</p> <p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p>Grades 11-12</p> <p>1A.5a. Evaluate how expressing one’s emotions in different situations affects others.</p> |
| HEALTH Priority Standards | State Goal 20 (IELDS 20) -Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. | | |
| HEALTH Critical Concepts | <p>IELDS 20.A Achieve and maintain a health-enhancing level of physical fitness.</p> <p>20.A.ECa Participate in activities to enhance physical fitness.</p> | <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> | <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> |

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| | <p>20.A.ECb Exhibit increased levels of physical activity.</p> <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> | | |
| <p>HEALTH Instructional Guidance</p> | <p><u>Early Childhood/Pre-K</u> ECa Participate in activities to enhance physical fitness.</p> <p><u>Grades K-2</u> 20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness</p> <p>Illinois Early Learning Project Tip sheet: Building Endurance, Let's Get Physical</p> <p>Physical Fitness for Preschool-Aged Children</p> | <p><u>Grades 3-5</u> 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.</p> <p><u>Grades 6-8</u> 20.A.3a Identify the principles of training: frequency, intensity, time, and type (FITT).</p> <p>20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.</p> | <p><u>Grades 9-10</u> 20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.</p> <p>20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.</p> <p><u>Grades 11-12</u> 20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.</p> <p>20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each.</p> |
| <p>PHYSICAL EDUCATION</p> | <p><u>State Goal 20</u> -Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</p> | | |

| Priority Standards | | | |
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| <p>PHYSICAL EDUCATION Critical Concepts</p> | <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> | <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> | <p>20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p> |
| <p>PHYSICAL EDUCATION Instructional Guidance</p> | <p>Early Childhood/Pre-K ECa Participate in activities to enhance physical fitness.</p> <p>Grades K-2 20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.</p> <p>Illinois Early Learning Project Tip sheet: Building Endurance, Let's Get Physical</p> <p>Physical Fitness for Preschool-Aged Children</p> | <p>Grades 3-5 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.</p> <p>Grades 6-8 20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).</p> <p>20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.</p> | <p>Grades 9-10 20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.</p> <p>20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.</p> <p>Grades 11-12 20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.</p> <p>20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications, and benefits of each.</p> |

English/Language Arts

The English/Language Arts standards were selected with the intent of addressing unfinished learning from Spring 2020 and enhancing student skills moving forward in the 20-21 schoolyear and beyond. The strands of foundational, reading information, reading literature, writing, speaking & listening, and language were vertically aligned to determine the standards that were most critical to address equity, SEL, and academic readiness as students master and transfer skillsets. Each strand was prioritized for each grade band.

For grades PreK, K, 1, 2, 9-10, and 11-12 the color coding shown in the chart below was used. The color coding for grades 3, 4, 5, 6, 7, and 8 is different as these tables were formatted with specific alignment to the state assessments. The Illinois state assessment evidence statements and learning standards were added with points and percentages of scores so districts can align instruction and assessment with the priority standards and evidence statements identified. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

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| Foundational |
| Reading Information |
| Reading Literature |
| Writing |
| Speaking & Listening |
| Language |

PreK ELA Priority Standards

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| 4.A.ECa | Recognize the differences between print and pictures |
| 4.A.ECb | Begin to follow words from left to right, top to bottom, and page by page. |
| 4.A.ECe | Recognize that letters are grouped to form words. |
| 4.A.ECf | Differentiate letters from numerals. |
| 4.B.ECa | With teacher assistance, recite the alphabet. |
| 4.B.ECb | Recognize and name some upper/lowercase letters of the alphabet, especially those in own name. |
| 4.B.ECd | With teacher assistance, begin to form some letters of the alphabet, especially those in own name. |
| 4.C.ECb | With teacher assistance, recognize and match words that rhyme. |
| 4.C.ECc | Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”). |
| 4.C.ECd | With teacher assistance, isolate and pronounce the initial sounds in words. |
| 4.C.ECe | With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat). |
| 4.C.ECf | With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/). |
| 4.D.ECa | Recognize own name and common signs and labels in the environment. |
| 4.D.ECb | With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds. |
| 4.D.ECc | With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically. |
| 3.A.ECa | With teacher assistance, ask and answer questions about details in a nonfiction book. |
| 2.A.ECa | Engage in book-sharing experiences with purpose and understanding. |
| 2.B.ECa | With teacher assistance, ask and answer questions about books read aloud. |
| 2.B.ECb | With teacher assistance, retell familiar stories with three or more key events. |
| 2.C.ECb | Identify the front and back covers of books and display the correct orientation of books and page-turning skills. |
| 5.A.ECb | Use scribbles, letter like forms, or letters/words to represent written language. |
| 5.A.ECc | With teacher assistance, write own first name using appropriate upper/lowercase letters. |

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| 5.C.ECb | With teacher assistance, recall factual information and share that information through drawing, dictation, or writing. |
| 1.A.ECa | Follow simple one-, two- and three-step directions. |
| 1.A.ECb | Respond appropriately to questions from others. |
| 1.A.ECd | Identify emotions from facial expressions and body language. |
| 1.B.ECa | Use language for a variety of purposes. |
| 1.B.ECc | Continue a conversation through two or more exchanges. |
| 1.C.ECa | Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail. |
| 1.D.ECb | Speak using age-appropriate conventions of Standard English grammar and usage. |

| Kindergarten ELA Priority Standards | |
|-------------------------------------|---|
| RF.K.1 | Demonstrate understanding of the organization and basic features of print. |
| RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.K.4 | Read emergent-reader texts with purpose and understanding. |
| RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| RI.K.5 | Identify the front cover, back cover, and title page 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. |
| 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). |
| RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| RL.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| RL.K.2 | With prompting and support, retell familiar stories, including key details. |

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| RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| RL.K.4 | Ask and answer questions about unknown words in a text. |
| 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. |
| 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). |
| RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| 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...). |
| 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. |
| 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. |
| W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| 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. |
| SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.K.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

1st Grade ELA Priority Standards

| | |
|--------|--|
| RF.1.1 | Demonstrate understanding of the organization and basic features of print. |
| RF.1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RI.1.1 | Ask and answer questions about key details in a text. |

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| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information 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. |
| RI.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10 | With prompting and support, read informational texts appropriately complex for grade 1. |
| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| 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. |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| 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. |
| 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. |
| 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. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information 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. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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). |

2nd Grade ELA Priority Standards

| | |
|---------|---|
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| 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. |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within 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. |
| 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. |
| 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. |
| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| 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. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 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). |

The English Language Arts priority standards and evidence statements for third grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 3rd Grade ELA Priority Standards & Evidence Statements | | | | | |
|--|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Standards) | | | | | |
| RI1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers | 11 | 20% | 11 | 20% |
| RI2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | | |
| RI3 | 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. | | | | |
| RI5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | | |
| RI7 | 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). | | | | |
| RI8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | | | |
| RI9 | Compare and contrast the most important points and key details presented in two texts on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | 11 | 20% | 12 | 22% |
| RL 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. | | | | |
| RL 3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | | | |
| RL 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. | | | | |
| RL 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). | | | | |
| RL 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). | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |

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|--|---|----|-----|----|-----|
| RL 4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 8 | 15% | 8 | 15% |
| RL4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | | | | |
| L 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. | | | | |
| L 5 | Demonstrate understanding of word relationships and nuances in word meanings. | | | | |
| L 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). | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. | 18 | 33% | 18 | 33% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences | | | | |
| W 4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | | | | |
| W 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. | | | | |
| W 7 | Conduct short research projects that build knowledge about a topic. | | | | |
| W 8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | | |
| W 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. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. | 6 | 11% | 6 | 11% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases | | | | |

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|------|--|----|------|----|------|
| | (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. | | | | |
| W 4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | | | | |
| W 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. | | | | |
| W 7 | Conduct short research projects that build knowledge about a topic. | | | | |
| W 8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | | | |
| W 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. | | | | |
| | Total | 54 | 100% | 55 | 100% |

The English Language Arts priority standards and evidence statements for fourth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 4th Grade ELA Priority Standards & Evidence Statements | | | | | |
|--|--|------------------------------|------------------------------|------------------------------|------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 16 | 22% | 16 | 24% |

| | | | | | |
|---|--|----|-----|----|-----|
| RI 2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | | | |
| RI 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. | | | | |
| RI 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 6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | | |
| RI 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. | | | | |
| RI 8 | Explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| RI 9 | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 18 | 24% | 16 | 24% |
| RL 2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | | |
| RL 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). | | | | |
| RL 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. | | | | |
| RL 6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first--- and third---person narrations. | | | | |
| RL 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 | | | | |
| RL 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. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RI 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). | 10 | 14% | 8 | 12% |
| RL 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. | | | | |

| | | | | | |
|--|--|----|-----|----|-----|
| L 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. | | | | |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
| L 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). | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | 24 | 32% | 21 | 31% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4). | | | | |
| W 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. | | | | |
| W 7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | | |
| W 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 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. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. | 6 | 8% | 6 | 9% |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |

| | | | | | |
|------|---|----|------|----|------|
| | <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> | | | | |
| W 3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> | | | | |
| W 4 | <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | | | | |
| W 5 | <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).</p> | | | | |
| W 6 | <p>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.</p> | | | | |
| W 7 | <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> | | | | |
| W 8 | <p>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.</p> | | | | |
| W 9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].”). 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”).</p> | | | | |
| W 10 | <p>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.</p> | | | | |
| | Total | 74 | 100% | 67 | 100% |

The English Language Arts priority standards and evidence statements for fifth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 5th Grade ELA Priority & Evidence Statements | | | | | |
|--|---|------------------------------|------------------------------|------------------------------|------------------------------|
| Sub-Claim | Eligible Standards & Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 16 | 22% | 16 | 24% |
| RI 2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | | | | |
| RI 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. | | | | |
| RI 5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. | | | | |
| RI 6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | | | |
| RI 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. | | | | |
| RI 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). | | | | |
| RI 9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 18 | 24% | 16 | 24% |
| RL 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. | | | | |
| RL 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). | | | | |
| RL 5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem | | | | |
| RL 6 | Describe how a narrator's or speaker's point of view influences how events are described. | | | | |

| | | | | | |
|---|---|----|-----|----|-----|
| RL 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). | | | | |
| RL 9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RI 4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | | | | |
| RL 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. | | | | |
| L 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. | 10 | 14% | 8 | 12% |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. | | | | |
| L 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). | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5). | | | | |
| W 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. | 24 | 32% | 21 | 31% |
| W 7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | | |
| W 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 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 | | | | |

| Conventions and Knowledge of Language (Writing Standards) | | | | | |
|---|---|----|------|----|------|
| W 1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. | 6 | 8% | 6 | 9% |
| W 4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5). | | | | |
| W 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. | | | | |
| W 7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | | |
| W 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. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts. | | | | |
| W 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. | | | | |
| | Total | 74 | 100% | 67 | 100% |

The English Language Arts priority standards and evidence statements for sixth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 6th Grade ELA Priority Standards & Evidence Statements | | | | | |
|--|---|---------------------------------------|---------------------------------------|--|---------------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub- Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 (RST 1, RH 1) | RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RST 1: Cite specific textual evidence to support analysis of science and technical texts. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. | 16 | 22% | 16 | 23% |
| RI 2 (RST 2, RH 2) | RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | | | |
| RI 3 (RST 3, RH 3) | RI 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | | | | |
| RI 5 (RST 5, RH 5) | RI 5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RST 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally). | | | | |
| RI 6 (RST 6, RH 6) | RI 6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RST 6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RH 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | |

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|--|--|----|-----|----|-----|
| RI 7 (RST 7, RH 7) | RI 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | |
| RI 8 (RST 8, RH 8) | RI 8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. | | | | |
| RI 9 (RST 9, RH 9) | RI9: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RST 9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RH9: Analyze the relationship between a primary and secondary source on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |
| RL 2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments | | | | |
| RL 3 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | | | | |
| RL 5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | 18 | 24% | 16 | 23% |
| RL 6 | Explain how an author develops the point of view of the narrator or speaker in a text. | | | | |
| RL 7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | | | | |
| RL 9 | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RL 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | | | | |
| RI 4 (RST 4, RH 4) | RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | 10 | 14% | 8 | 11% |

| | | | | | |
|--|---|----|-----|----|-----|
| | RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | | | | |
| L 4 | Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | | | | |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
| L 6 | Acquire and use accurately grade- appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6). | 24 | 32% | 24 | 34% |
| W 6 | 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 three pages in a single sitting. | | | | |
| W 7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | | |
| W 8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 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. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | 6 | 8% | 6 | 9% |

| | | | | | |
|-----|--|--|--|--|--|
| | d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6). | | | | |
| W 6 | 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 three pages in a single sitting. | | | | |
| W 7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | | | | |
| W 8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature. b. Apply grade 6 Reading standards to literary nonfiction. | | | | |

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|------|---|----|------|----|------|
| W 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. | | | | |
| | Total | 74 | 100% | 70 | 100% |

The English Language Arts priority standards and evidence statements for seventh grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

7th Grade ELA Priority Standards & Evidence Statements

| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub- Claim # of points | Form A Sub- Claim % of points | Form B Sub- Claim # of points | Form B Sub- Claim % of points |
|--|---|--|--|--|--|
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 (RST 1, RH 1) | RI 1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RST 1: Cite specific textual evidence to support analysis of science and technical texts. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. | 16 | 22% | 16 | 23% |
| RI 2 (RST 2, RH 2) | RI 2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | | | |
| RI 3 (RST 3, RH 3) | RI 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH 3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | | | | |
| RI 5 (RST 5, RH 5) | RI 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RST 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally). | | | | |

| | | | | | |
|--|--|----|-----|----|-----|
| RI 6 (RST 6, RH 6) | RI 6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RST 6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RH 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | |
| RI 7 (RST 7, RH 7) | RI 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | |
| RI 8 (RST 8, RH 8) | RI 8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. | | | | |
| RI 9 (RST 9, RH 9) | RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RST 9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RH 9: Analyze the relationship between a primary and secondary source on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 18 | 24% | 16 | 23% |
| RL 2 | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | | | | |
| RL 3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | | | |
| RL 5 | Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | | | |
| RL 6 | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | | | |
| RL 7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | | | | |
| RL 9 | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | | | | |

| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
|---|--|----|-----|----|-----|
| RL 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | | | | |
| RI 4 (RST 4, RH 4) | RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 – 8 texts and topics | 10 | 14% | 8 | 11% |
| L 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | | | | |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | | | | |
| L 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7). | 24 | 32% | 24 | 34% |
| W 6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | | | |
| W 7 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | | | |
| W 8 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |

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|---|---|---|----|---|----|
| W 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 | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | 6 | 8% | 6 | 9% |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7). | | | | |
| W 6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | | | |

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|------|---|----|------|----|------|
| W 7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | | | | |
| W 8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature. b. Apply grade 7 Reading standards to literary nonfiction. | | | | |
| W 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. | | | | |
| | Total | 74 | 100% | 70 | 100% |

The English Language Arts priority standards and evidence statements for eighth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below. The Illinois Assessment of Readiness [ELA evidence tables](#) should be consulted for more information.

| 8th Grade ELA Priority Standards and Evidence Statements | | | | | |
|--|---|------------------------------|------------------------------|------------------------------|------------------------------|
| Sub-Claim | Eligible Standards and Evidence Statements | Form A Sub-Claim # of points | Form A Sub-Claim % of points | Form B Sub-Claim # of points | Form B Sub-Claim % of points |
| Reading Informational Text (IAR Evidence Statements) | | | | | |
| RI 1 (RST 1, RH 1) | RI 1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RST 1: Cite specific textual evidence to support analysis of science and technical texts. RH 1: Cite specific textual evidence to support analysis of primary and secondary sources. | 16 | 22% | 16 | 23% |
| RI 2 (RST 2, RH 2) | RI 2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | | | | |
| RI 3 (RST 3, RH 3) | RI 3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RH 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | | | | |
| RI 5 (RST 5, RH 5) | RI 5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RST 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally). | | | | |
| RI 6 (RST 6, RH 6) | RI 6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RST 6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in text. | | | | |

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| | RH 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | | | | |
| RI 7 (RST 7, RH 7) | RI 7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | | | | |
| RI 8 (RST 8, RH 8) | RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH 8: Distinguish among fact, opinion, and reasoned judgment in a text. | | | | |
| RI 9 (RST 9, RH 9) | RI 9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. RST 9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RH 9: Analyze the relationship between a primary and secondary source on the same topic. | | | | |
| Reading Literature (IAR Evidence Statements) | | | | | |
| RL 1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |
| RL 2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | | | | |
| RL 3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | | | | |
| RL 5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | 18 | 24% | 16 | 23% |
| RL 6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | | | | |
| RL 7 | Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | | | | |
| RL 9 | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | | | | |
| Vocabulary Interpretation and Use (IAR Evidence Statements) | | | | | |
| RL 4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 10 | 14% | 8 | 11% |

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|---|--|----|-----|----|-----|
| RI 4 (RST 4, RH 4) | RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. | | | | |
| L 4 | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | | | | |
| L 5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
| L 6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression | | | | |
| Written Expression (Writing Standards) | | | | | |
| W 1 | Write arguments to support claims with clear reasons and relevant evidence. | | | | |
| W 2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | | | | |
| W 3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | | | | |
| W 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | | | |
| W 5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8). | 24 | 32% | 24 | 34% |
| W 6 | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | | | | |
| W 7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | | | | |
| W 8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| W 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. | | | | |
| Conventions and Knowledge of Language (Writing Standards) | | | | | |

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|-----|---|---|----|---|----|
| W 1 | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | | | | |
| W 2 | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | | | | |
| W 3 | <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one-time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> | 6 | 8% | 6 | 9% |
| W 4 | <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | | | | |
| W 5 | <p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8).</p> | | | | |
| W 6 | <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> | | | | |
| W 7 | <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> | | | | |

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| W 8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | |
| W 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction. | | | | |
| W 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. | | | | |
| Total | | 74 | 100% | 70 | 100% |

9th & 10th Grade ELA Priority Standards

| | |
|-----------|--|
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| RI.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| L.9-10.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

11th & 12th Grade ELA Priority Standards

| | |
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| RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |

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| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation. |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.11-12.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

English Language Learning

Intro

The Priority Learning Standards for English Learners was developed to provide educators with a tool to assist in prioritizing and planning for English language development in all four language domains within all content areas. We understand language must be embedded in meaningful, authentic context, and that the dimensions, intricacies and nuances of language are complex. To support language acquisition in content areas, the Priority Learning Standards for English Learners can be used alongside the Priority Learning Standards identified for each content area.

Educators are encouraged to refer to the following resources to provide additional support for individual learners:

- [WIDA 2012 English Language Development Standards](#)
- [WIDA Can Do Descriptors](#)
- ISBE Priority Learning Standards for all content areas

While developing this tool, consideration was given to key uses that could be implemented in a flexible learning environment, could be easily supported by families, and had the potential for integration within and across content areas.

Kindergarten

| Kindergarten | | | | |
|----------------|---|---|--|--|
| | Receptive Language Skills | | Expressive Language Skills | |
| | Listening | Reading | Speaking | Writing |
| Level 1 | <p>Process recounts by pointing to pictures described orally in context (e.g., “the big dog”) and finding familiar people, places, or objects named orally (e.g., “Where’s a chair?”)</p> <p>Process explanations by identifying illustrated activities described orally</p> <p>Process arguments by classifying everyday objects by descriptive features (e.g., red ones, blue ones)</p> <p>Discuss by following routines, chants, and songs</p> | <p>Process recounts by matching icons and symbols to corresponding pictures</p> <p>Process explanations by identifying steps in procedures from illustrations and icons (e.g., “It goes up. It comes down.”)</p> <p>Process arguments by matching illustrations to words of personal interest as modeled</p> | <p>Recount by repeating words, simple phrases or expressions from familiar stories as a whole class</p> <p>Explain by identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English)</p> <p>Argue by stating personal likes from oral prompts (e.g., sports, food, animals)</p> | <p>Recount by dictating personal information scribed by adults (e.g., about self and family members)</p> <p>Explain by describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages)</p> <p>Argue by illustrating likes or dislikes from real-life objects or pictures</p> |
| Level 2 | <p>Process recounts by responding with gestures to songs, chants, or stories modeled by teachers</p> <p>Process explanations by identifying people and places associated with everyday events described orally (e.g., “It is Monday. You are at school.”)</p> <p>Process arguments by identifying oral preferences stated by others (e.g., choosing pictures or objects)</p> | <p>Process recounts by reproducing content-related information in oral text through drawings</p> <p>Process explanations by identifying illustrated words or icons to show why (e.g., in play-based activities)</p> <p>Process arguments by classifying labeled pictures of personal choices from stories according to different character traits</p> | <p>Recount by restating some language associated with illustrated short stories or informational text (e.g., “I see.” “I hear.”)</p> <p>Explain by describing uses of everyday objects or roles of familiar people (e.g., “Teacher reads.”)</p> <p>Argue by stating personal preferences (e.g., “I like this.”)</p> <p>Discuss by addressing others according to relationship (e.g., student-student, student-teacher)</p> | <p>Recount by drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards)</p> <p>Explain by connecting oral language to print (e.g., through language experience)</p> <p>Argue by drawing and reproducing words about preferences (e.g., from charts or posters)</p> |
| Level 3 | <p>Process recounts by following</p> | <p>Process recounts by identifying familiar</p> | <p>Recount by describing attributes of</p> | <p>Recount by reproducing familiar words from labeled</p> |

| | | | | |
|----------------|---|---|---|--|
| | <p>sequential language for oral directions one step at a time (e.g., “Walk to the door. Now, come to the circle.”)</p> <p>Process explanations by identifying language associated with features of objects or print (e.g., “Show me a word in the title.”)</p> <p>Process arguments by acting out opposites using gestures (e.g., through songs or chants)</p> | <p>words in context (e.g., in Big Books or wall charts) in small groups</p> <p>Process explanations by showing relationships depicted in informational text with real-life objects (e.g., “5 is more than 3.”)</p> <p>Process arguments by predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures)</p> | <p>familiar objects, people, and places</p> <p>Explain by comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider)</p> <p>Argue by stating personal preferences or opinions (e.g., “Recess is best.”)</p> <p>Discuss by using language and body movement to include others in conversations</p> | <p>models or illustrations (e.g., labeled dioramas)</p> <p>Explain by describing familiar events or phenomena using sentence starters and drawings</p> <p>Argue by completing text about personal opinions on different topics (e.g., “I like _____.”)</p> |
| Level 4 | <p>Process recounts by matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., “The bright yellow ball is shining in the sky.”)</p> <p>Process explanations by drawing individual phases or steps to “how” questions (e.g., “How does a caterpillar change into a butterfly?”)</p> <p>Process arguments by drawing to make predictions from illustrated stories read aloud (e.g., “What happens next?”)</p> | <p>Process recounts by identifying words in picture dictionaries (e.g., in multiple languages)</p> <p>Process explanations by demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., “the big tall giraffe and the teeny tiny mouse”)</p> <p>Process arguments by comparing choices of different characters in illustrated text read aloud (e.g., using T charts)</p> | <p>Recount by sharing personal stories or experiences with others (e.g., in multiple languages)</p> <p>Explain by comparing and contrasting placement of real-life objects and phenomena (e.g., “on the table” v. “under the table”)</p> <p>Argue by expressing likes, dislikes, or preferences with reasons (e.g., “I like ___ because___.”)</p> <p>Discuss by asking questions to request clarification</p> | <p>Recount by producing familiar words and phrases from environmental print and illustrated text</p> <p>Explain by describing how to do something through a sequence of pictures and words</p> <p>Argue by producing statements about choices using different models as examples (e.g., “I want to _____.”)</p> |
| Level 5 | <p>Process recounts by making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., “Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.”)</p> <p>Process explanations by identifying illustrations related to cause and effect from oral information</p> <p>Process arguments by agreeing or disagreeing with oral claims using</p> | <p>Process recounts by ordering words to form short sentences from oral models (e.g., using pocket charts, cards)</p> <p>Process explanations by matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines)</p> <p>Process arguments by evaluating situations in picture books and matching them to related reasons for choices</p> | <p>Recount by relating school- based content and personal experiences with peers and adults</p> <p>Explain by describing steps in familiar cycles and processes (e.g., getting in a circle to play a game)</p> <p>Argue by giving reasons for content-related information when modeled (e.g., “These animals go together because they have spots.”)</p> <p>Discuss by asking questions to</p> | <p>Recount by describing everyday experiences using illustrated phrases and short sentences</p> <p>Explain by sequencing content- related processes by drawing and describing objects (e.g., from seeds to plants)</p> <p>Argue by listing reasons for content-related choices with guidance and support (e.g., “Why do you like number 5?”)</p> |

| | | | | |
|----------------|---|--|--|--|
| | gestures (e.g., “Tomorrow will be hotter than today.”) | | extend conversations | |
| Level 6 | x | x | x | x |
| Grade 1 | | | | |
| | Receptive Language Skills | | Expressive Language Skills | |
| | Listening | Reading | Speaking | Writing |
| Level 1 | <p>Process recounts by pointing to pictures described orally in context (e.g., “the big dog”) and finding familiar people, places, or objects named orally (e.g., “Where’s a chair?”)</p> <p>Process explanations by identifying illustrated activities described orally</p> <p>Process arguments by classifying everyday objects by descriptive features (e.g., red ones, blue ones)</p> <p>Discuss by following routines, chants, and songs</p> | <p>Process recounts by matching icons and symbols to corresponding pictures</p> <p>Process explanations by identifying steps in procedures from illustrations and icons (e.g., “It goes up. It comes down.”)</p> <p>Process arguments by matching illustrations to words of personal interest as modeled</p> | <p>Recount by repeating words, simple phrases or expressions from familiar stories as a whole class</p> <p>Explain by identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English)</p> <p>Argue by stating personal likes from oral prompts (e.g., sports, food, animals)</p> | <p>Recount by dictating personal information scribed by adults (e.g., about self and family members)</p> <p>Explain by describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages)</p> <p>Argue by illustrating likes or dislikes from real-life objects or pictures</p> |
| Level 2 | <p>Process recounts by responding with gestures to songs, chants, or stories modeled by teachers</p> <p>Process explanations by identifying people and places associated with everyday events described orally (e.g., “It is Monday. You are at school.”)</p> <p>Process arguments by identifying oral preferences stated by others (e.g., choosing pictures or objects)</p> | <p>Process recounts by reproducing content-related information in oral text through drawings</p> <p>Process explanations by identifying illustrated words or icons to show why (e.g., in play-based activities)</p> <p>Process arguments by classifying</p> | <p>Recount by restating some language associated with illustrated short stories or informational text (e.g., “I see.” “I hear.”)</p> <p>Explain by describing uses of everyday objects or roles of familiar people (e.g., “Teacher reads.”)</p> <p>Argue by stating personal preferences (e.g., “I like this.”)</p> | <p>Recount by drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards)</p> <p>Explain by connecting oral language to print (e.g., through language experience)</p> <p>Argue by drawing and reproducing words about preferences (e.g., from charts or posters)</p> |

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| | | labeled pictures of personal choices from stories according to different character traits | Discuss by addressing others according to relationship (e.g., student-student, student-teacher) | |
| Level 3 | <p>Process recounts by following sequential language for oral directions one step at a time (e.g., “Walk to the door. Now, come to the circle.”)</p> <p>Process explanations by identifying language associated with features of objects or print (e.g., “Show me a word in the title.”)</p> <p>Process arguments by acting out opposites using gestures (e.g., through songs or chants)</p> | <p>Process recounts by identifying familiar words in context (e.g., in Big Books or wall charts) in small groups</p> <p>Process explanations by showing relationships depicted in informational text with real-life objects (e.g., “5 is more than 3.”)</p> <p>Process arguments by predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures)</p> | <p>Recount by describing attributes of familiar objects, people, and places</p> <p>Explain by comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider)</p> <p>Argue by stating personal preferences or opinions (e.g., “Recess is best.”)</p> <p>Discuss by using language and body movement to include others in conversations</p> | <p>Recount by reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas)</p> <p>Explain by describing familiar events or phenomena using sentence starters and drawings</p> <p>Argue by completing text about personal opinions on different topics (e.g., “I like ____.”)</p> |
| Level 4 | <p>Process recounts by matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., “The bright yellow ball is shining in the sky.”)</p> <p>Process explanations by drawing individual phases or steps to “how” questions (e.g., “How does a caterpillar change into a butterfly?”)</p> <p>Process arguments by drawing to make predictions from illustrated stories read aloud (e.g., “What happens next?”)</p> | <p>Process recounts by identifying words in picture dictionaries (e.g., in multiple languages)</p> <p>Process explanations by demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., “the big tall giraffe and the teeny tiny mouse”)</p> <p>Process arguments by comparing choices of different characters in illustrated text read aloud (e.g., using T charts)</p> | <p>Recount by sharing personal stories or experiences with others (e.g., in multiple languages)</p> <p>Explain by comparing and contrasting placement of real-life objects and phenomena (e.g., “on the table” v. “under the table”)</p> <p>Argue by expressing likes, dislikes, or preferences with reasons (e.g., “I like ____ because ____.”)</p> <p>Discuss by asking questions to request clarification</p> | <p>Recount by producing familiar words and phrases from environmental print and illustrated text</p> <p>Explain by describing how to do something through a sequence of pictures and words</p> <p>Argue by producing statements about choices using different models as examples (e.g., “I want to ____.”)</p> |
| Level 5 | <p>Process recounts by making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., “Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.”)</p> | <p>Process recounts by ordering words to form short sentences from oral models (e.g., using pocket charts, cards)</p> <p>Process explanations by matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines)</p> | <p>Recount by relating school- based content and personal experiences with peers and adults</p> <p>Explain by describing steps in familiar cycles and processes (e.g., getting in a circle to play a game)</p> | <p>Recount by describing everyday experiences using illustrated phrases and short sentences</p> <p>Explain by sequencing content- related processes by drawing and describing objects (e.g., from seeds to plants)</p> <p>Argue by listing reasons for content-related choices</p> |

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| | <p>Process explanations by identifying illustrations related to cause and effect from oral information</p> <p>Process arguments by agreeing or disagreeing with oral claims using gestures (e.g., “Tomorrow will be hotter than today.”)</p> | <p>Process arguments by evaluating situations in picture books and matching them to related reasons for choices</p> | <p>Argue by giving reasons for content-related information when modeled (e.g., “These animals go together because they have spots.”)</p> <p>Discuss by asking questions to extend conversations</p> | <p>with guidance and support (e.g., “Why do you like number 5?”)</p> |
| Level 6 | X | X | X | X |
| Grades 2 & 3 | | | | |
| | Receptive Language Skills | | Expressive Language Skills | |
| | Listening | Reading | Speaking | Writing |
| Level 1 | <p>Process recounts by showing what happens next based on familiar oral stories (e.g., by pointing or drawing)</p> <p>Process explanations by pairing objects, pictures, or equations as directed by a partner</p> <p>Process arguments by indicating personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down; agree/disagree cards)</p> <p>Discuss by Expressing agreement/disagreement nonverbally (e.g., thumbs up or down)</p> | <p>Process recounts by identifying key words and phrases in illustrated text</p> <p>Process explanations by matching pictures with graphic information from illustrated texts</p> <p>Process arguments by identifying language related to likes, needs, and wants in labeled illustrations</p> | <p>Recount by responding to questions related to stories or experiences (e.g., “Who came to the door?”)</p> <p>Explain by describing the outcomes of experiments or stories with guidance and visual support</p> <p>Argue by sharing facts as evidence using sentence starters or sentence frames</p> <p>Discuss by • Expressing own ideas through drawings, gestures, words and phrases •</p> | <p>Recount by creating and labeling visual representations of ideas or stories</p> <p>Explain by stating facts associated with images or illustrations</p> <p>Argue by indicating decisions or preferences through labeled pictures, words, or phrases</p> |
| Level 2 | <p>Process recounts by identifying the “who,” “where” and “when” of illustrated statements</p> <p>Process explanations by matching oral</p> | <p>Process recounts by identifying timerelated language in context (e.g., in biographies)</p> <p>Process explanations by interpreting</p> | <p>Recount by participating in multimedia presentations based on research</p> <p>Explain by naming steps in processes or procedures</p> | <p>Recount by listing ideas using graphic organizers</p> <p>Explain by stating how something happens using illustrations and sequential language (e.g., eruption of volcanoes)</p> |

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| | <p>descriptions to photos, pictures, or icons</p> <p>Process arguments by categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”)</p> | <p>images, illustrations, and graphics</p> <p>Process arguments by identifying claims or opinions in illustrated texts</p> | <p>Argue by sharing reasons for opinions or claims (e.g., science experiments)</p> <p>Discuss by asking yes or no questions to request clarification</p> | <p>Argue by connecting preferences, choices, or opinions to reasons</p> |
| Level 3 | <p>Process recounts by illustrating events in response to audio recordings of stories or poems</p> <p>Process explanations by completing graphic organizers or representations from oral comparisons</p> <p>Process arguments by identifying similarities and differences from oral content-related materials or equipment</p> | <p>Process recounts by identifying temporal-related words that signal order of events (e.g., “In the beginning...”)</p> <p>Process explanations by sequencing sentences descriptive of processes or procedures in informational texts</p> <p>Process arguments by identifying general academic and content-related words and phrases in text relevant to the genre/key use (e.g., “once upon a time” indicates a fairy tale)</p> | <p>Recount by stating information from personal or school-related experiences</p> <p>Explain by expressing cause and effect of behaviors or events</p> <p>Argue by describing organizing categories for content-related information (e.g., fish/birds, forests/deserts)</p> <p>Discuss by • Negotiating agreement in small groups • Expressing own ideas consistent with the topic discussed</p> | <p>Recount by expressing ideas in various genres (e.g., poetry, interactive journals)</p> <p>Explain by stating ideas about content-related topics</p> <p>Argue by describing pros and cons related to social issues or familiar topics</p> |
| Level 4 | <p>Process recounts by re-enacting content-related situations or events from oral descriptions</p> <p>Process explanations by identifying content-related ideas and details in oral discourse</p> <p>Process arguments by identifying opposing sides of arguments in dialogues</p> | <p>Process recounts by identifying main ideas and details in illustrated texts</p> <p>Process explanations by classifying main ideas and details in informational or explanatory texts</p> <p>Process arguments by sorting content-related information according to specific criteria (e.g., pros and cons)</p> | <p>Recount by describing situations and events from school and the community</p> <p>Explain by stating details of processes or procedures</p> <p>Argue by posing different solutions to content-related issues or problems</p> <p>Discuss by expressing own ideas and supporting ideas of others</p> | <p>Recount by creating stories with details about characters and events</p> <p>Explain by describing strategies to solve problems</p> <p>Argue by supporting main ideas or opinions with evidence from texts</p> |

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| Level 5 | <p>Process recounts by identifying details of content-related topics from oral discourse</p> <p>Process explanations by following a series of short oral directions to create models of content-area phenomena or processes</p> <p>Process arguments by identifying claims in oral presentations</p> | <p>Process recounts by highlighting relevant information in grade-level texts to produce summaries</p> <p>Process explanations by (e.g., in open sorts) identifying the main purpose of texts</p> <p>Process arguments by matching opinions to reasons in informational texts and literature</p> | <p>Recount by asking and answering questions about information from speakers</p> <p>Explain by connecting ideas in content-related presentations</p> <p>Argue by expressing and supporting different ideas with examples</p> <p>Discuss by • Initiating and maintaining conversations • Challenging ideas respectfully • Listening to, building, and extending ideas</p> | <p>Recount by describing the sequence of content-related ideas</p> <p>Explain by describing details of processes, procedures, and events</p> <p>Argue by producing persuasive pieces supported by multiple reasons or details</p> |
| Level 6 | X | X | X | X |

Grades 4 & 5

| | Receptive Language Skills | | Expressive Language Skills | |
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| | Listening | Reading | Speaking | Writing |
| Level 1 | <p>Process recounts by matching oral words and phrases to content-related pictures or objects</p> <p>Process explanations by distinguishing key words and phrases related to phenomena</p> <p>Process arguments by matching illustrations with oral points of view</p> | <p>Process recounts by highlighting previewed or familiar phrases</p> <p>Process explanations by matching illustrated words/ phrases to causal or sequential language</p> <p>Process arguments by identifying key words and phrases of claims</p> | <p>Recount by stating key words and phrases associated with the content using visual or graphic support</p> <p>Explain by demonstrating procedures using realia</p> <p>Argue by answering yes/no or choice questions across content or personal preferences</p> <p>Discuss by expressing own ideas in a variety of ways (e.g., drawing, using gestures, graphing)</p> | <p>Recount by communicating personal experiences through drawings and words</p> <p>Explain by producing short-answer responses to questions using word/ phrase banks</p> <p>Argue by using key words or phrases related to the topic</p> |
| Level 2 | <p>Process recounts by connecting the context of narratives (e.g., the who,</p> | <p>Process recounts by identifying the “who,” “what,” “where,” and “when” in</p> | <p>Recount by retelling short stories or content-related events</p> | <p>Recount by listing procedural steps across content areas</p> |

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| | <p>what, when, & where) to illustrations</p> <p>Process explanations by following oral directions to show recurring steps in cycles or problem solving</p> <p>Process arguments by distinguishing words and phrases related to opinions or facts from oral statements</p> | <p>narrative text with a partner</p> <p>Process explanations by identifying key words and phrases that describe the topic or phenomena</p> <p>Process arguments by differentiating between claims and evidence</p> | <p>Explain by giving reasons why or how something works using diagrams, charts or images</p> <p>Argue by stating opinions based on experiences</p> <p>Discuss by taking turns and applying conventions specific to particular conversations</p> | <p>Explain by using key terms related to phenomena</p> <p>Argue by stating reasons for particular points of view</p> |
| Level 3 | <p>Process recounts by identifying the beginning, middle and end in oral retelling of a text</p> <p>Process explanations by interpreting cause and effect relationships in conversations</p> <p>Process arguments by identifying different perspectives, stances, or points of view</p> | <p>Process recounts by identifying main ideas in narrative and informational text</p> <p>Process explanations by matching causes with effects</p> <p>Process arguments by identifying evidence from multiple places within text</p> | <p>Recount by stating main ideas in classroom conversations on social and academic topics</p> <p>Explain by stating clear sequential procedures to peers</p> <p>Argue by presenting content-based facts that support a position</p> <p>Discuss by answering questions to contribute to a topic</p> | <p>Recount by using key words and phrases reflective of main ideas</p> <p>Explain by answering “how” or “why” questions (e.g., “How does the water cycle work?” “Why are there three branches of government?”)</p> <p>Argue by connecting reasons to opinions supported by facts and details</p> |
| Level 4 | <p>Process recounts by sequencing events or steps based on oral reading of informational text</p> <p>Process explanations by identifying precise details, descriptions, or comparisons that support conversation</p> <p>Process arguments by identifying evidence that supports predictions or hypotheses</p> | <p>Process recounts by connecting details to main ideas or themes</p> <p>Process explanations by identifying the different words or phrases that are used to describe the same topic or phenomena</p> <p>Process arguments by hypothesizing or predicting based on evidence</p> | <p>Recount by giving content-related oral reports</p> <p>Explain by connecting the sequential, cyclical, or causal relationships of content-related issues and concepts</p> <p>Argue by stating relevant evidence for claims</p> <p>Discuss by elaborating on statements of others to extend ideas</p> | <p>Recount by relating a sequence of events using a variety of transitional words, phrases, and clauses</p> <p>Explain by elaborating topics with facts, definitions, concrete details, or quotations and examples</p> <p>Argue by providing reasons and evidence which support particular points</p> |
| Level 5 | <p>Process recounts by identifying related information from multiple sources presented orally</p> | <p>Process recounts by summarizing information from multiple related sources</p> | <p>Recount by conveying personal and content-related experiences in a team</p> | <p>Recount by creating narratives that connect personal experiences and content</p> <p>Explain by describing how factors contribute to</p> |

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| | <p>Process explanations by identifying components of systems (e.g., ecosystems, branches of government) in small group interactions</p> <p>Process arguments by distinguishing certainty from uncertainty of spoken words or phrases in context</p> | <p>Process explanations by identifying how text provides clear details of the topic or phenomena</p> <p>Process arguments by evaluating the strength of evidence as support for claims</p> | <p>Explain by elaborating by adding precision and details to content-related sequence or causal phenomena</p> <p>Argue by supporting claims with evidence from various sources</p> <p>Discuss by challenging ideas respectfully</p> | <p>events or outcomes</p> <p>Argue by including evidence from multiple sources</p> |
| Level 6 | x | x | x | x |

Grades 6 & 8

| Grades 6 & 8 | | | | |
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| | Receptive Language Skills | | Expressive Language Skills | |
| | Listening | Reading | Speaking | Writing |
| Level 1 | <p>Process recounts by identifying familiar objects or places from oral statements</p> <p>Process explanations by matching instructional language, given orally, with visual representation</p> <p>Process arguments by identifying points of view from short statements (1st or 3rd)</p> | <p>Process recounts by identifying icons in graphs, charts, and environmental print related to familiar topics</p> <p>Process explanations by matching content related objects, pictures, or media to words and phrases</p> <p>Process arguments by identifying words or phrases associated with topic choices</p> | <p>Recount by answering select Wh-questions</p> <p>Explain by showing how to solve real-world problems using symbols, numerals, graphs, or diagrams</p> <p>Argue by responding yes or no to short statements or questions related to a claim</p> <p>Discuss by contributing to conversations by sharing own work (e.g., pictures, posters, graphics)</p> | <p>Recount by producing labeled illustrations of conclusions reached in problem-solving</p> <p>Explain by (drawing and) labeling pictures, diagrams, and graphs to show relationships, processes in content</p> <p>Argue by generating words and phrases that represent opinions (e.g., "I think...")</p> |
| Level 2 | <p>Process recounts by sequencing labeled visuals per oral directions</p> <p>Process explanations by matching oral sentences of cause and effect to illustrations (e.g., weather or climate conditions)</p> <p>Process arguments by identifying claims from a series of oral statements</p> | <p>Process recounts by locating main ideas in a series of simple sentences</p> <p>Process explanations by comparing ideas on the same topic in a series of simple sentences</p> <p>Process arguments by distinguishing facts from opinions in text</p> | <p>Recount by stating main ideas or points of classroom conversations</p> <p>Explain by connecting two content-related ideas that define "how" or "why"</p> <p>Argue by stating evidence to support claims (in home language and English)</p> <p>Discuss by answering Whquestions in conversations</p> | <p>Recount by producing statements related to main ideas on familiar topics in home language and English</p> <p>Explain by comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis)</p> <p>Argue by connecting simple sentences to form content-related ideas</p> |
| Level 3 | <p>Process recounts by matching main ideas of familiar text with visuals</p> <p>Process explanations by matching main ideas of familiar text read aloud with visuals</p> <p>Process arguments by illustrating claims or reasons from oral narratives</p> | <p>Process recounts by identifying topic sentences, main ideas, and details in paragraphs</p> <p>Process explanations by sequencing steps or events to describe processes (e.g. solving math problems)</p> <p>Process arguments by identifying the</p> | <p>Recount by relating a series of events by expressing time in multiple tenses</p> <p>Explain by demonstrating how to conduct experiments, engage in processes, or solve problems with supports</p> <p>Argue by evaluating the value of</p> | <p>Recount by producing short paragraphs with main ideas and some details</p> <p>Explain by producing descriptive paragraphs around a central idea</p> <p>Argue by substantiating opinions with content-related examples and evidence</p> |

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| | | claims and the reason for each claim | options in content-based situations Discuss by supporting ideas with examples | |
| Level 4 | <p>Process recounts by identifying main ideas and details in oral discourse</p> <p>Process explanations by matching complex oral descriptions to images, graphs, or formulas</p> <p>Process arguments by matching evidence to claims in oral discourse</p> | <p>Process recounts by identifying summaries of passages in a variety of genres</p> <p>Process explanations by matching content-related cause to effect in graphically-supported text</p> <p>Process arguments by classifying pros and cons of claims and evidence presented within written texts</p> | <p>Recount by paraphrasing and summarizing content-related ideas presented orally</p> <p>Explain by comparing content-related concepts</p> <p>Argue by connecting ideas with supporting details or evidence</p> <p>Discuss by demonstrating awareness of personal bias when defending one's point of view</p> | <p>Recount by producing content-related reports</p> <p>Explain by describing relationships between details or examples and supporting ideas</p> <p>Argue by crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims</p> |
| Level 5 | <p>Process recounts by sequencing a series of illustrated events from oral passages (e.g. historical recaps)</p> <p>Process explanations by carrying out a series of oral directions to construct mathematical or scientific models</p> <p>Process arguments by establishing connections among claims, arguments, and supporting evidence within oral discourse</p> | <p>Process recounts by matching details of content-related topics to main idea</p> <p>Process explanations by sequencing events based on cause and effect (e.g., how machines operate)</p> <p>Process arguments by evaluating evidence presented in support of claims</p> | <p>Recount by producing oral multimedia, content-related reports based on research from multiple sources</p> <p>Explain by giving demonstrations with step-by-step details (e.g. converting Fahrenheit to Celsius)</p> <p>Argue by defending points of view with specific claims</p> <p>Discuss by building on the ideas of others</p> | <p>Recount by summarizing conclusions reached from steps in problem-solving or conducting experiments</p> <p>Explain by producing informational text around graphs and charts</p> <p>Argue by justifying ideas using multiple sources</p> |
| Level 6 | x | x | x | x |

Grades 9 - 12

| Grades 9 - 12 | | | | |
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| | Receptive Language Skills | | Expressive Language Skills | |
| | Listening | Reading | Speaking | Writing |
| Level 1 | <p>Process recounts by matching everyday oral content- related words and phrases to pictures, diagrams, or photographs</p> <p>Process explanations by identifying words and phrases related to sequence</p> <p>Process arguments by distinguishing words and phrases related to opinions or facts from oral statements</p> | <p>Process recounts by matching key content-related terms and ideas to images, graphs, icons, or diagrams</p> <p>Process explanations by identifying key words and phrases that describe the topics or phenomena</p> <p>Process arguments by matching media (e.g., posters, photos, banners) with point of view words and phrases</p> | <p>Recount by naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) and answering select yes/no or Wh- questions</p> <p>Explain by ordering events or stages of phenomena with sequential language (e.g., first, next, step 1)</p> <p>Argue by stating pros and cons listed visually on a topic</p> <p>Discuss by representing one’s ideas using various media</p> | <p>Recount by listing content words or phrases and including images, diagrams, and charts that relate to the topic</p> <p>Explain by producing short responses to questions using word/phrase banks</p> <p>Argue by listing pros and cons of issues</p> |
| Level 2 | <p>Process recounts by matching oral descriptions of characters or main events in content-related topics</p> <p>Process explanations by comparing information, symbols, or icons on charts or tables described orally</p> <p>Process arguments by identifying claims in oral statements</p> | <p>Process recounts by locating main ideas in a series of related sentences</p> <p>Process explanations by identifying different types of connectors that show relationships between topics and phenomena</p> <p>Process arguments by making connections between statements that make claims and those providing evidence</p> | <p>Recount by providing examples of content-related information previously studied</p> <p>Explain by posing and responding to Wh-questions that relate to phenomena</p> <p>Argue by responding to oral or written claims</p> <p>Discuss by asking and answering questions</p> | <p>Recount by following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion)</p> <p>Explain by using transitions and connectors to show causal relationships or procedures</p> <p>Argue by expressing claims with evidence (e.g., “Socialism is a good government system because...”)</p> |
| Level 3 | <p>Process recounts by identifying main ideas from short content-related oral presentations</p> <p>Process explanations by recognizing</p> | <p>Process recounts by identifying detailed descriptions, procedures, and information in paragraphs</p> <p>Process explanations by summarizing</p> | <p>Recount by posing and responding to questions in small group discussions</p> <p>Explain by connecting causes to effects in a series of statements</p> | <p>Recount by summarizing content-related material</p> <p>Explain by choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures</p> |

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| | <p>relationships in a series of oral statements</p> <p>Process arguments by identifying language choices that represent specific points of view from a series of oral statements</p> | <p>information with diagrams, models, flow charts, or illustrations</p> <p>Process arguments by identifying their purposes and audiences</p> | <p>Argue by stating claims matched to evidence using a series of related sentences</p> <p>Discuss by clarifying one’s own ideas using a variety of strategies</p> | <p>Argue by justifying reasons or opinions with evidence</p> |
| Level 4 | <p>Process recounts by following the steps of content-related tasks or assignments given orally</p> <p>Process explanations by interpreting cause and effect from oral discourse</p> <p>Process arguments by differentiating multiple perspectives presented orally</p> | <p>Process recounts by reflecting on various accounts of a subject told in different media (e.g., print and multimedia)</p> <p>Process explanations by comparing information on phenomena across a variety of multimedia sources</p> <p>Process arguments by identifying persuasive language across content areas</p> | <p>Recount by paraphrasing and summarizing content-related ideas in large and small groups</p> <p>Explain by providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures</p> <p>Argue by taking stances and defending them with evidence (e.g., using data or citations)</p> <p>Discuss by sorting through one’s own ideas to determine relevant ones</p> | <p>Recount by creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events)</p> <p>Explain by integrating images, diagrams, formulas, or charts to describe phenomena</p> <p>Argue by creating persuasive essays or reports making adjustments for specific audiences</p> |
| Level 5 | <p>Process recounts by reconstructing past experiences or series of events based on oral discourse</p> <p>Process explanations by identifying effects and consequences of events and phenomena from class discussions</p> <p>Process arguments by evaluating the purpose of arguments presented by others</p> | <p>Process recounts by identifying the central idea or theme and how it is supported by clear descriptions and extended details</p> <p>Process explanations by tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples</p> <p>Process arguments by recognizing multiple perspectives and points of view on any given issue</p> | <p>Recount by giving multimedia oral presentations on content-related material learned from various sources</p> <p>Explain by presenting information using an objective, neutral tone in extended discourse</p> <p>Argue by convincing audiences of personal points of view using persuasive language</p> <p>Discuss by generating new ideas or questions to sustain conversations</p> | <p>Recount by sequencing using language that creates coherence</p> <p>Explain by organizing information and details logically and cohesively</p> <p>Argue by integrating multiple perspectives and evidence from a variety of sources</p> |

Updated 08/24/2020

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| Level 6 | x | x | x | x |
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Updated 08/24/2020

Mathematics Learning

MATHEMATICS – Pre-K

GOAL 6 - Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.

LEARNING STANDARD 6.A Demonstrate beginning understanding of numbers, number names, and numerals.

| <i>Benchmarks</i> | | |
|--|---|---|
| 6.A.ECa | Count with understanding and recognize “how many” in small sets up to 5. | |
| 6.A.ECd | Connect numbers to quantities they represent using physical models and informal representations. | |
| 6.A.ECe | Differentiate numerals from letters and recognize some single-digit written numerals. | |
| 6.A.ECf | Verbally recite numbers from 1 to 10. | |
| <i>Example Performance Descriptors</i> | | |
| Exploring | Developing | Building |
| Recognize how many there are in a set of 1 or 2 without counting them (e.g., one car or two blue crayons). | Recognize how many there are in a set of 3 without counting them (e.g., three yellow beads). | Recognize how many there are in sets of 4 and 5 when presented in a nonlinear, organized fashion (like a die face). |
| Point to or move objects around as though to organize without necessarily counting out loud. | Point to or move objects when counting out loud without effectively tracking items counted (may skip items or count items more than once). | Point to or move each object to make sure each is counted once and only once when counting in sets up to 5. |
| Confuse numerals and letters, saying number names occasionally when pointing to letters. | Say number names when pointing to numerals (but not letters), even if they don’t match. | Correctly identify the numerals 1, 2, and 3. |
| Say some counting words when “counting.” | Recite counting words from 1-10, with 2-4 errors (e.g., skip numbers, mix up order) but also some number names in words in consecutive order (e.g., “one, two, five, four, six, seven, nine, ten”). | Recite counting words in order from 1-10 (with an occasional error). |

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GOAL 7 - Explore measurement of objects and quantities.

LEARNING STANDARD 7.A Measure objects and quantities using direct comparison methods and nonstandard units.

| <i>Benchmarks</i> | | |
|--|---|--|
| 7.A.ECc | Use vocabulary that describes and compares length, height, weight, capacity, and size. | |
| <i>Example Performance Descriptors</i> | | |
| Exploring | Developing | Building |
| Use appropriate vocabulary when making measurements, such as “small”, “big”. | Use appropriate vocabulary when making measurements, such as “small”, “big”, “short”, “tall”. | Use a wider appropriate vocabulary when making measurements, such as “small”, “big”, “short”, “tall”, “empty”, “full”, “heavy”, and “light”. |

GOAL 8 - Identify and describe common attributes, patterns, and relationships in objects.

LEARNING STANDARD 8.A Explore objects and patterns.

| <i>Benchmarks</i> | | |
|---|---|---|
| 8.A.ECb | Recognize, duplicate, extend, and create simple patterns in various formats. | |
| <i>Example Performance Descriptors</i> | | |
| Exploring | Developing | Building |
| Attempt to create a simple A-B repeating pattern using early childhood materials but without maintaining the repeating pattern (e.g., makes colored marks on the white board beginning with black, green, black, then adds red, green, black, blue, black). | Successfully create a simple A-B repeating pattern using classroom objects (e.g., build a tower of alternating blue and red cubes). | Create a simple A-B-C or A-B-B repeating pattern using classroom objects (e.g., lines up people figure with small, medium, large as the repeating pattern; strings beads on a necklace with one yellow, two orange in a repeating pattern). |

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| Replicate a simple pattern in music following the beat by clapping or tapping foot lightly. | Replicate patterns in music by playing finger games such as “Open, Shut Them.” | Replicate patterns in music by singing repetitive songs such as “B-I-N-G-O.” |
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MATHEMATICS – Kindergarten

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| 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. |
| K.CC.3 | Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). |
| 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. |
| K.CC.7 | Compare two numbers between 1 and 10 presented as written numerals. |
| K.OA.2 | Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. |
| K.OA.4 | For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. |
| 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. |

MATHEMATICS – 1st GRADE

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| 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. |

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| MP.6 | Attend to precision. |
| MP.7 | Look for and make use of structure. |
| MP.8 | Look for and express regularity in repeated reasoning. |
| 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. |
| 1.OA.7 | Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. |
| 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: |
| 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. |
| 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. |
| 1.MD.3 | Tell and write time in hours and half-hours using analog and digital clocks. |

MATHEMATICS – 2nd GRADE

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| 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. |
| 2.OA.1 | Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |

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| 2.OA.2 | Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. |
| 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. |
| 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. |
| 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. |
| 2.MD.7 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |
| 2.MD.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. |
| 2.NBT.9 | Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects. |

The mathematics priority standards for third grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below.

| MATHEMATICS – 3rd GRADE | | | |
|--------------------------------|--|---------------------------|-----------------|
| | Eligible Evidence Statements | Domain # of points | Domain % |
| 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. | 2-6 | 4-12% |
| 3.NBT.3 | Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations | | |
| 3.Int.1* | Given a two-step problem situation with the four operations, round the values in the problem, then use the rounded values to produce an approximate solution. Content Scope: 3.OA.8, 3.NBT.1, 3.NBT.2, 3.NBT.3 | | |

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| 3.Int.2* | Solve two-step word problems using the four operations requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.OA.8, 3.NBT.2, and 3.NBT.3 | | |
| 3.Int.3* | Solve real world and mathematical problems involving perimeters of polygons requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.8, 3.NBT.2, and 3.NBT.3 | | |
| 3.Int.4* | Use information presented in a scaled bar graph to solve a two-step “how many more” or “how many less” problem requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.3, 3.NBT.2, and 3.NBT.3 | | |
| 3.Int.5* | Add, subtract, or multiply to solve a one-step word problem involving masses or volumes that are given in the same units, where a substantial addition, subtraction, or multiplication step is required drawing on knowledge and skills articulated in 3.NBT, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Content Scope: 3.MD.2, 3.NBT.2, and 3.NBT.3 | | |
| 3.NF.1 | Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. | | |
| 3.NF.2 | Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. | 5-7 | 10-13% |
| 3.NF.3a-1 | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size. | | |

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| 3.NF.3a-2 | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Understand two fractions as equivalent (equal) if they are the same point on a number line. | | |
| 3.NF.3b-1 | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. | | |
| 3.NF.3c | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. | | |
| 3.NF.3d | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. | | |
| 3.NF.A.Int.1 | In a contextual situation involving a whole number and two fractions not equal to a whole number, represent all three numbers on a number line diagram, then choose the fraction closest in value to the whole number. | | |
| 3.OA.1 | Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> | 9-11 | 17-21% |
| 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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> | | |
| 3.OA.3-1 | Use multiplication within 100 (both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | | |

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| 3.OA.3-2 | Use multiplication within 100 (both factors less than or equal to 10) to solve word problems in situations involving measurement quantities other than area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | | |
| 3.OA.3-3 | Use division within 100 (quotients related to products having both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | | |
| 3.OA.3-4 | Use division within 100 (quotients related to products having both factors less than or equal to 10) to solve word problems in situations involving measurement quantities other than area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | | |
| 3.OA.4 | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i> | | |
| 3.OA.6 | Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> | | |
| 3.OA.7-1 | Fluently multiply and divide within 25. By end of Grade 3, know from memory all products of two one-digit numbers. | | |
| 3.OA.7-2 | Fluently multiply and divide within 100. By the end of Grade 3, know from memory all products of two one-digit numbers. | | |
| 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. | | |
| *3.Int.1 | Given a two-step problem situation with the four operations, round the values in the problem, then use the rounded values to produce an approximate solution. Content Scope: 3.OA.8, 3.NBT.1, 3.NBT.2, 3.NBT.3 | | |

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| *3.Int.2 | Solve two-step word problems using the four operations requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.OA.8, 3.NBT.2, and 3.NBT.3 | | |
| 3.MD.1-1 | Tell and write time to the nearest minute and measure time intervals in minutes. | 7-11 | 13-21% |
| 3.MD.1-2 | Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | | |
| 3.MD.2-1 | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). | | |
| 3.MD.2-2 | 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. | | |
| 3.MD.2-3 | Measure or estimate liquid volumes or masses of objects using standard units of grams (g), kilograms (kg), and liters (l), then use the estimated value(s) to estimate the answer to a one-step word problem by using addition, subtraction, multiplication, or division. Content Scope: 3.MD.2 | | |
| 3.MD.3-1 | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> | | |
| 3.MD.3-3 | Solve a put-together problem using information presented in a scaled bar graph, then use the result to answer a “how many more” or “how many less” problem using information presented in the scaled bar graph. Content Scope: 3.MD.3 | | |
| 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. | | |
| 3.MD.5 | Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. | | |

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| 3.MD.6 | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). | | |
| 3.MD.7b-1 | Relate area to the operations of multiplication and addition. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems. | | |
| 3.MD.7d | Relate area to the operations of multiplication and addition. d. Recognize area as additive. Find areas of rectilinear ³ figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. | | |
| 3.MD.8 | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. | | |
| *3.Int.3 | Solve real world and mathematical problems involving perimeters of polygons requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.8, 3.NBT.2, and 3.NBT.3 | | |
| *3.Int.4 | Use information presented in a scaled bar graph to solve a two-step “how many more” or “how many less” problem requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.3, 3.NBT.2, and 3.NBT.3 | | |
| *3.Int.5 | Add, subtract, or multiply to solve a one-step word problem involving masses or volumes that are given in the same units, where a substantial addition, subtraction, or multiplication step is required drawing on knowledge and skills articulated in 3.NBT, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. Content Scope: 3.MD.2, 3.NBT.2, and 3.NBT.3 | | |
| 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. | 3 | 6% |

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| 3.G.2 | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i> | | |
| 3.C.1-1 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 3.OA.5 | | |
| 3.C.1-2 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 3.OA.9 | | |
| 3.C.1-3 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 3.MD.7 | | |
| 3.C.2 | Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 3.OA.6 | | |
| 3.C.3-1 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 3.NF.3b, 3.NF.3d | 10 | 19% |
| 3.C.3-2 | Base explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 3.MD.5, 3.MD.6, 3.MD.7 | | |
| 3.C.4-1 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.OA.5 | | |
| 3.C.4-2 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.OA.6 | | |
| 3.C.4-3 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed | | |

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| | 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.OA.8 | | |
| 3.C.4-4 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.NF.3b, 3.NF.3d | | |
| 3.C.4-5 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.MD.7 | | |
| 3.C.4-6 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.OA.9 | | |
| 3.C.4-7 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed 'student' reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 2.NBT | | |
| 3.C.5-1 | Present solutions to two-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to two-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 3.OA.8 | | |
| 3.C.5-2 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 3.MD.7b, 3.MD.7d | | |

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| 3.C.6-1 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content scope: Knowledge and skills articulated in 3.NF.2 | | |
| 3.C.6-2 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content scope: Knowledge and skills articulated in 3.MD.1 | | |
| 3.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | 12 | 23% |
| 3.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in 2.OA.A, 2.OA.B, 2.NBT, and/or 2.MD.B. | | |
| Total Number of Points | | 52 | |
| Note: Evidence Statements with * indicate content scope across multiple domains | | | |

The mathematics priority standards for fourth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below.

| MATHEMATICS – 4th GRADE | | | |
|--------------------------------|---|---------------------------|-----------------|
| | Eligible Evidence Statements | Domain # of points | Domain % |
| 4.NBT.1 | Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. | 5-8 | 10-15% |
| 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. | | |
| 4.NBT.3 | Use place value understanding to round multi-digit whole numbers to any place. | | |
| 4.NBT.4-1 | Fluently add multi-digit whole numbers using the standard algorithm. | | |
| 4.NBT.4-2 | Fluently subtract multi-digit whole numbers using the standard algorithm. | | |
| 4.NBT.5-1 | Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations. | | |
| 4.NBT.5-2 | Multiply two two-digit numbers, using strategies based on place value and the properties of operations. | | |
| 4.NBT.6-1 | Find whole-number quotients and remainders with three-digit dividends and one-digit divisors, using strategies based on place value, | | |

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| | the properties of operations, and/or the relationship between multiplication and division. | | |
| 4.NBT.6-2 | Find whole-number quotients and remainders with four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. | | |
| 4.NBT.Int.1 | Perform computations by applying conceptual understanding of place value, rather than by applying multi-digit algorithms. | | |
| *4.Int.2 | Solve one-step word problems involving multiplying two two-digit numbers. | | |
| *4.Int.3 | Solve one-step word problems involving multiplying a four-digit number by a one-digit number. | | |
| *4.Int.4 | Solve one-step word problems involving dividing a four-digit number by a one-digit number. | | |
| *4.Int.7 | Solve one-step word problems involving adding or subtracting two four-digit numbers. | | |
| 4.NF.1-2 | Use the principle $a/b = (nxa)/(nxb)$ to recognize and generate equivalent fractions. | | |
| 4.NF.2-1 | Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or by comparing to a benchmark fraction such as $1/2$. Record the results of comparisons with symbols $>$, $=$, or $<$. | | |
| 4.NF.3a | Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. | 10 | 19% |
| 4.NF.3b-1 | Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. | | |

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| 4.NF.3c | <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> | | |
| 4.NF.3d | <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> | | |
| 4.NF.4a | <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p> | | |
| 4.NF.4b-1 | <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>b. Understand a multiple of a/b as a multiple of $1/b$. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$.</p> | | |
| 4.NF.4b-2 | <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>b. Use the understanding that a multiple of a/b is a multiple of $1/b$ to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p> | | |
| 4.NF.4c | <p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> | | |

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| 4.NF.5 | Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. | | |
| 4.NF.6 | Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. | | |
| 4.NF.7 | Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. | | |
| 4.NF.A.Int.1 | Apply conceptual understanding of fraction equivalence and ordering to solve simple word problems requiring fraction comparison. Content Scope: 4.NF.A | | |
| 4.NF.Int.1 | Solve one-step word problems requiring integration of knowledge and skills articulated in 4.NF. Content Scope: 4.NF | | |
| 4.NF.Int.2 | Solve one-step addition word problems. Content Scope: 4.NF.5, 4.NF.6 | | |
| 4.OA.1-1 | 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. | 3-8 | 6-16% |
| 4.OA.1-2 | 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. | | |
| 4.OA.3-1 | Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations. | | |
| 4.OA.3-2 | Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, in which remainders must be interpreted. | | |
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| 4.OA.4-1 | Find all factor pairs for a whole number in the range 1–100. | | |
| 4.OA.4-2 | Recognize that a whole number is a multiple of each of its factors. | | |
| 4.OA.4-3 | Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. | | |
| 4.OA.4-4 | Determine whether a given whole number in the range 1–100 is prime or composite. | | |
| 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. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. | | |
| *4.Int.2 | Solve one-step word problems involving multiplying two two-digit numbers. | | |
| *4.Int.3 | Solve one-step word problems involving multiplying a four-digit number by a one-digit number. | | |
| *4.Int.4 | Solve one-step word problems involving dividing a four-digit number by a one-digit number. | 6-7 | 12-13% |
| 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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36) | | |
| 4.MD.2-1 | Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, in 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. | | |

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| 4.MD.2-2 | Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, in problems involving simple fractions. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. | | |
| 4.MD.3 | Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor | | |
| 4.MD.4-1 | Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). | | |
| 4.MD.4-2 | Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. | | |
| 4.MD.5 | Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. | | |
| 4.MD.6 | Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | | |
| 4.MD.7 | Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and | | |

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| | mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | | |
| *4.Int.3 | Solve one-step word problems involving multiplying a four-digit number by a one-digit number. | | |
| *4.Int.4 | Solve one-step word problems involving dividing a four-digit number by a one-digit number. | | |
| *4.Int.7 | Solve one-step word problems involving adding or subtracting two four-digit numbers. | | |
| 4.G.1 | Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. | | |
| 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. | 1-3 | 2-6% |
| 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 | | |
| 4.C.1-1 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 4.NBT.5 | | |
| 4.C.1-2 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 4.NBT.6 | | |
| 4.C.2 | Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 4.NBT.6 | 10 | 19% |
| 4.C.3 | Reason about the place value system itself. Content Scope: Knowledge and skills articulated in 4.NBT.A | | |
| 4.C.4-1 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written | | |

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| | (symbolic) method. Content Scope: Knowledge and skills articulated in 4.NF.A | | |
| 4.C.4-2 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 4.NF.3a, 4.NF.3b | | |
| 4.C.4-3 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 4.NF.4a | | |
| 4.C.4-4 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 4.NF.4b | | |
| 4.C.4-5 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 4.NF.C | | |
| 4.C.5-1 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.OA.3 | | |
| 4.C.5-2 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.NF.1 | | |

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| 4.C.5-3 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.NF.2 | | |
| 4.C.5-4 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.NF.B | | |
| 4.C.5-5 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.NF.C | | |
| 4.C.5-6 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 3.OA.B, 3.NF, 3.MD.C | | |
| 4.C.6-1 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 4.OA.3 | | |
| 4.C.6-2 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step | | |

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| | problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 4.NF.3c | | |
| 4.C.6-3 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 4.NF.3d,4.NF.4c | | |
| 4.C.7-1 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response) Content Scope: Knowledge and skills articulated in 4.NF.1 | | |
| 4.C.7-2 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response) Content Scope: Knowledge and skills articulated in 4.NF.2 | | |
| 4.C.7-3 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response) Content Scope: Knowledge and skills articulated in 4.NF.3a | | |
| 4.C.7-4 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response) Content Scope: Knowledge and skills articulated in 4.NF.4a, 4.NF.4b | | |
| 4.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | 12 | 23% |
| 4.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8, 3.NBT, and/or 3.MD. | | |
| | Total Number of Points | 52 | |
| | Note: Evidence Statements with * indicate content scope across multiple domains | | |

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The mathematics priority standards for fifth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below.

| MATHEMATICS – 5th GRADE | | | |
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| Domain | Eligible Evidence Statements | Domain # of points | Domain % |
| 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. | 7 | 13% |
| 5.NBT.2-2 | Use whole-number exponents to denote powers of 10. | | |
| 5.NBT.3a | Read, write and compare decimals to the thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. | | |
| 5.NBT.3b | Read, write and compare decimals to the thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. | | |
| 5.NBT.4 | Use place value understanding to round decimals to any place. | | |
| 5.NBT.5 | Fluently multiply multi-digit whole numbers using the standard algorithm. | | |
| 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. | | |

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| 5.NBT.7-1 | Add two 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. | | |
| 5.NBT.7-2 | Subtract two 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. | | |
| 5.NBT.7-3 | Multiply tenths with tenths or tenths with 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. | | |
| 5.NBT.7-4 | Divide in problems involving tenths and/or 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. | | |
| 5.NBT.A.Int.1 | Demonstrate understanding of the place value system by combining or synthesizing knowledge and skills articulated in 5.NBT.A. | | |
| 5.NBT.Int.1 | Perform exact or approximate multiplications and/or divisions that are best done mentally by applying concepts of place value, rather than by applying multi-digit algorithms or written strategies. | | |
| 5.NF.1-1 | Add two fractions with unlike denominators, or subtract two fractions with unlike denominators, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.) | 7-11 | 13-21% |
| 5.NF.1-2 | Add three fractions with no two denominators equal by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum of fractions with like denominators. For example, | | |

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| | $1/2 + 1/3 + 1/4 = (3/6 + 2/6) + 1/4 = 5/6 + 1/4 = 10/12 + 3/12 = 13/12$ or alternatively $1/2 + 1/3 + 1/4 = 6/12 + 4/12 + 3/12 = 13/12$. | | |
| 5.NF.1-3 | <p>Compute the result of adding two fractions and subtracting a third, where no two denominators are equal, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $1/2 + 1/3 - 1/4$ or $7/8 - 1/3 + 1/2$.</p> | | |
| 5.NF.1-4 | <p>Add two mixed numbers with unlike denominators, expressing the result as a mixed number, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum with like denominators. For example, $3 \frac{1}{2} + 2 \frac{2}{3} = (3 + 2) + (1/2 + 2/3) = 5 + (3/6 + 4/6) = 5 + 7/6 = 5 + 1 + 1/6 = 6 \frac{1}{6}$.</p> | | |
| 5.NF.1-5 | <p>Subtract two mixed numbers with unlike denominators, expressing the result as a mixed number, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent difference with like denominators.</p> | | |
| 5.NF.2-1 | <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, in cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.</p> | | |
| 5.NF.2-2 | <p>Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers to word problems involving addition and subtraction of fractions referring to the same whole in cases of unlike denominators. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</p> | | |
| 5.NF.3-1 | <p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$).</p> | | |
| 5.NF.3-2 | <p>Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally</p> | | |

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| | among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? | | |
| 5.NF.4a-1 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. For a whole number q , interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.) | | |
| 5.NF.4a-2 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. For a fraction q , interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$, and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$. (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$.) | | |
| 5.NF.4b-1 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. b. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. | | |
| 5.NF.5a | Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. | | |
| 5.NF.6-1 | Solve real world problems involving multiplication of fractions, e.g., by using visual fraction models or equations to represent the problem. | | |
| 5.NF.6-2 | Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. | | |

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| 5.NF.7a | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. | | |
| 5.NF.7b | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. | | |
| 5.NF.7c | Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins? | | |
| 5.NF.A.Int.1 | Solve word problems involving knowledge and skills articulated in 5.NF.A. | | |
| 5.OA.1 | Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | 2 | 4% |
| 5.OA.2-1 | Write simple expressions that record calculations with numbers. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. | | |
| 5.OA.2-2 | Interpret numerical expressions without evaluating them. For example, recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ without having to calculate the indicated sum or product. | | |

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| 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. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. | | |
| 5.MD.1-1 | Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m). | 5-9 | 10-17% |
| 5.MD.1-2 | Solve multi-step, real world problems requiring conversion among different-sized standard measurement units within a given measurement system. | | |
| 5.MD.2-2 | Use operations on fractions for this grade (knowledge and skills articulated in 5.NF) to solve problems involving information in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. | | |
| 5.MD.3 | Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. | | |
| 5.MD.4 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. | | |
| 5.MD.5b | Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge | | |

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| | lengths in the context of solving real world and mathematical problems. | | |
| 5.MD.5c | Relate the operations of multiplication and addition and solve real world and mathematical problems involving volume. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world 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 | 10% |
| 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. | | |
| 5.G.3 | Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. | | |
| 5.G.4 | Classify two-dimensional figures in a hierarchy based on properties. | | |
| 5.C.1-1 | Base explanations/reasoning on place value and/or understanding of operations. Content Scope: Knowledge and skills articulated in 5.NBT.6 | 10 | 19% |
| 5.C.1-2 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 5.NBT.7 | | |

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| 5.C.1-3 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 5.MD.5a | | |
| 5.C.2-1 | Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NBT.6 | | |
| 5.C.2-2 | Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NBT.7 | | |
| 5.C.2-3 | Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NF.3, 5.NF.4a | | |
| 5.C.2-4 | Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NF.7 | | |
| 5.C.3 | Reason about the place value system itself. Content Scope: Knowledge and skills articulated in 5.NBT.A | | |
| 5.C.4-1 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NF.2 | | |
| 5.C.4-2 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NF.4b | | |
| 5.C.4-3 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NBT.6 | | |

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| 5.C.4-4 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NBT.7 | | |
| 5.C.5-1 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 5.NF.2 | | |
| 5.C.5-2 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 5.NF.4a | | |
| 5.C.5-3 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 5.NF.7a, 5.NF.7b | | |
| 5.C.6 | Base explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 5.MD.C | | |
| 5.C.7-1 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 5.NF.5b | | |
| 5.C.7-2 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 5.NF.2 | | |
| 5.C.7-3 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the | | |

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| | task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 5.NF.1 | | |
| 5.C.7-4 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 4.NBT, 4.NF.A, 4.NF.B | | |
| 5.C.8-2 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 5.MD.5c | | |
| 5.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | 12 | 23% |
| 5.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in 4.OA, 4.NBT, 4.NF, 4.MD | | |
| Total Number of Points | | 52 | |

The mathematics priority standards for sixth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below.

MATHEMATICS – 6th GRADE

| Domain | Eligible Evidence Statements | Domain # of points | Domain % |
|-----------|--|--------------------|----------|
| 6.RP.1 | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.” | | |
| 6.RP.2 | Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.” | | |
| 6.RP.3a | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. | 7-11 | 13-21% |
| 6.RP.3b | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? | | |
| 6.RP.3c-1 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity). | | |

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| 6.RP.3c-2 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Solve problems involving finding the whole, given a part and the percent. | | |
| 6.RP.3d | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. | | |
| 6.EE.1-1 | Write numerical expressions involving whole-number exponents. | 4-8 | 8-15% |
| 6.EE.1-2 | Evaluate numerical expressions involving whole-number exponents. | | |
| 6.EE.2a | Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$. | | |
| 6.EE.2b | Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. | | |
| 6.EE.2c-1 | Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions at specific values of their variables. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). | | |

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| 6.EE.2c-2 | <p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>c. Evaluate expressions that arise from formulas used in real-world problems at specific values of their variables. For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</p> | | |
| 6.EE.4 | <p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</p> | | |
| 6.EE.5-1 | <p>Understand solving an equation as a process of answering a question: which values from a specified set, if any, make the equation true?</p> | | |
| 6.EE.5-2 | <p>Use substitution to determine whether a given number in a specified set makes an inequality true.</p> | | |
| 6.EE.6 | <p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> | | |
| 6.EE.7 | <p>Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p> | | |
| 6.EE.8 | <p>Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> | | |
| 6.EE.9 | <p>Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> | | |

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| | For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. | | |
| 6.G.1 | Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. | 3 | 6% |
| 6.G.2-1 | Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. | | |
| 6.G.2-2 | Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. | | |
| 6.G.3 | Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. | | |
| 6.G.4 | Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. | | |
| 6.NS.1-2 | Solve word problems involving division of fractions by fractions. For example, How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi? | 8 | 15% |
| 6.NS.2 | Fluently divide multi-digit numbers using the standard algorithm. | | |
| 6.NS.3-1 | Fluently add multi-digit decimals using the standard algorithm. | | |
| 6.NS.3-2 | Fluently subtract multi-digit decimals using the standard algorithm. | | |

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| 6.NS.3-3 | Fluently multiply multi-digit decimals using the standard algorithm. | | |
| 6.NS.3-4 | Fluently divide multi-digit decimals using the standard algorithm. | | |
| 6.NS.4-1 | Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. | | |
| 6.NS.4-2 | Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$. | | |
| 6.NS.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | | |
| 6.NS.6a | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. | | |
| 6.NS.6b-1 | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. | | |

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| 6.NS.6b-2 | <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>b. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes</p> | | |
| 6.NS.6c-1 | <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram</p> | | |
| 6.NS.6c-2 | <p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>c. Find and position pairs of integers and other rational numbers on a coordinate plane.</p> | | |
| 6.NS.7a | <p>Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> | | |
| 6.NS.7b | <p>Understand ordering and absolute value of rational numbers.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</p> | | |
| 6.NS.7c-1 | <p>Understand ordering and absolute value of rational numbers.</p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the number line.</p> | | |

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| 6.NS.7c-2 | Understand ordering and absolute value of rational numbers. c. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars. | | |
| 6.NS.7d | Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars. | | |
| 6.NS.8 | Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. | | |
| 6.Int.1 | Solve two-step word problems requiring operations on multi-digit whole numbers or decimals. | | |
| 6.SP.1 | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. | 4 | 8% |
| 6.SP.2 | Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape. | | |
| 6.SP.3 | Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. | | |
| 6.SP.4 | Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | | |
| 6.SP.5 | Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. | | |

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| | <p>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p> | | |
| 6.C.1.1 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 6.EE.3, 6.EE.4 | 10 | 19% |
| 6.C.2 | Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 6.NS.1 | | |
| 6.C.3 | Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 6.NS.1 | | |
| 6.C.4 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS.7 | | |
| 6.C.5 | Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS.8 | | |
| 6.C.6 | Given an equation, present the solution steps as a logical argument that concludes with a solution. Content Scope: Knowledge and skills articulated in 6.EE.B | | |

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| 6.C.7 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 6.EE.4 | | |
| 6.C.8.1 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 6.RP.A | | |
| 6.C.8.2 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 6.EE.9 | | |
| 6.C.9 | Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.) Content Scope: Knowledge and skills articulated in 5.NBT, 5.MD.C | | |
| 6.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | | |
| 6.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A. | 12 | 23% |
| 6.D.3 | Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity. Content Scope: Knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | | |

The mathematics priority standards for seventh grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below.

MATHEMATICS – 7th GRADE

| Domain | Eligible Evidence Statements | Domain # of points | Domain % |
|---------|---|--------------------|----------|
| 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour. | 9 | 17% |
| 7.RP.2a | Recognize and represent proportional relationships between quantities: a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. | | |
| 7.RP.2b | Recognize and represent proportional relationships between quantities: b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. | | |
| 7.RP.2c | Recognize and represent proportional relationships between quantities: | | |

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| | c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. | | |
| 7.RP.2d | Recognize and represent proportional relationships between quantities. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. | | |
| 7.RP.3-1 | Use proportional relationships to solve multistep ratio problems. | | |
| 7.RP.3-2 | Use proportional relationships to solve multistep percent problems. Examples: simple interest, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. | | |
| 7.EE.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | | |
| 7.EE.2 | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05." | | |
| 7.EE.3 | Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. | 6 | 12% |

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| 7.EE.4a-1 | <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers.</p> | | |
| 7.EE.4a-2 | <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Fluently solve equations of the form $px + q = r$ and $p(x+q) = r$, where p, q, and r are specific rational numbers.</p> | | |
| 7.EE.4b | <p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p> | | |
| 7.G.1 | <p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> | 5 | 10% |
| 7.G.2 | <p>Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions</p> | | |
| 7.G.3 | <p>Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> | | |
| 7.G.4-1 | <p>Know the formulas for the area and circumference of a circle and use them to solve problems.</p> | | |

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| 7.G.4-2 | Give an informal derivation of the relationship between the circumference and area of a circle | | |
| 7.G.5 | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. | | |
| 7.G.6 | Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. | | |
| 7.NS.1a | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. | 5 | 10% |
| 7.NS.1b-1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. | | |
| 7.NS.1b-2 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Interpret sums of rational numbers by describing real-world contexts. | | |
| 7.NS.1c-1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Apply this principle in real-world contexts. | | |
| 7.NS.1d | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. | | |

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| | d. Apply properties of operations as strategies to add and subtract rational numbers | | |
| 7.NS.2a-1 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. | | |
| 7.NS.2a-2 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Interpret products of rational numbers by describing real-world contexts. | | |
| 7.NS.2b-1 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. | | |
| 7.NS.2b-2 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. b. Interpret quotients of rational numbers by describing real-world contexts. | | |
| 7.NS.2c | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. c. Apply properties of operations as strategies to multiply and divide rational numbers. | | |
| 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers. | | |
| 7.SP.1 | Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is | 5 | 10% |

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| | representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. | | |
| 7.SP.2 | Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. | | |
| 7.SP.3 | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable. | | |
| 7.SP.4 | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh grade science book are generally longer than the words in a chapter of a fourth grade science book. | | |
| 7.SP.5 | Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. | | |
| 7.SP.6 | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency | | |

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| | <p>given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p> | | |
| 7.SP.7a | <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> | | |
| 7.SP.7b | <p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p> | | |
| 7.SP.8a | <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> | | |
| 7.SP.8b | <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space, which compose the event.</p> | | |

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| 7.SP.8c | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood? | | |
| 7.C.1.1 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 7.NS.1 and 7.NS.2. | 10 | 19% |
| 7.C.1.2 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 7.EE.1. | | |
| 7.C.2 | Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 7.NS.1 and 7.NS.2. | | |
| 7.C.3 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 7.NS.A. | | |
| 7.C.4 | Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 7.RP.A. | | |
| 7.C.5 | Given an equation, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content Scope: Knowledge and skills articulated in 7.EE.4a. | | |
| 7.C.7.1 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 7.RP.2. | | |
| 7.C.7.2 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final | | |

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| | answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 7.RP.3. | | |
| 7.C.7.3 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 7.NS.2d. | | |
| 7.C.7.4 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 7.NS.3. | | |
| 7.C.8 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 6.NS.C, 6.EE.A, 6.EE.B. | | |
| 7.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 7, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | | |
| 7.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to grade 7, requiring application of knowledge and skills articulated in 6.RP.A, 6.EE.C, and 6.G. | 12 | 23% |
| 7.D.3 | Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense (e.g., profitably applying proportional relationships to a phenomenon that is obviously nonlinear or | | |

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| | statistical in nature). Content Scope: Knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | | |
| 7.D.4 | Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity. Content Scope: Knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | | |
| Total Number of Points | | 52 | |

The mathematics priority standards for eighth grade are formatted for alignment to the state assessment. Districts can determine priority through analysis of student performance and growth data in comparison to the domain points and percentages presented below.

MATHEMATICS – 8th GRADE

| Domain | Eligible Evidence Statements | Domain # of points | Domain % |
|--------|---|--------------------|----------|
| 8.EE.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 1/33 = 1/27$. | 12 | 23% |
| 8.EE.2 | Use square root and cube root symbols to represent solutions to equations of the form $x^2=p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. | | |
| 8.EE.3 | Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the | | |

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| | population of the world as 7×10^9 , and determine that the world population is more than 20 times larger. | | |
| 8.EE.4-1 | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. | | |
| 8.EE.4-2 | Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. | | |
| 8.EE.5-1 | Graph proportional relationships, interpreting the unit rate as the slope of the graph. | | |
| 8.EE.5-2 | Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed. | | |
| 8.EE.6 | Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane. | | |
| 8.EE.7b | Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms | | |
| 8.EE.8a | Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersections of their graphs, because points of intersection satisfy both equations simultaneously. | | |
| 8.EE.8b-1 | Analyze and solve pairs of simultaneous linear equations. b. Solve systems of two linear equations in two variables algebraically. | | |

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| 8.EE.8b-2 | Analyze and solve pairs of simultaneous linear equations. b. Estimate solutions [to systems of two linear equations in two variables] by graphing the equations. | | |
| 8.EE.8b-3 | Analyze and solve pairs of simultaneous linear equations. b. Solve simple cases [of systems of two linear equations in two variables] by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6. | | |
| 8.EE.8c | Analyze and solve pairs of simultaneous linear equations. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. | | |
| 8.EE.C.Int.1 | Solve word problems leading to linear equations in one variable whose solutions require expanding expressions using the distributive property and collecting like terms. | | |
| 8.FF.1-1 | Understand that a function is a rule that assigns to each input exactly one output. | 5-7 | 10-13% |
| 8.FF.1-2 | [Understand that] the graph of a function is the set of ordered pairs consisting of an input and the corresponding output. | | |
| 8.F.2 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greatest rate of change. | | |
| 8.F.3-1 | Interpret the equation, $y=mx + b$ as defining a linear function, whose graph is a straight line. | | |
| 8.F.3-2 | Give examples of functions that are not linear and prove that they are not linear. | | |
| 8.F.4 | Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the | | |

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| | function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. | | |
| 8.F.5-1 | Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). | | |
| 8.F.5-2 | Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | | |
| 8.NS.1 | Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion, which repeats eventually into a rational number. | | |
| 8.NS.2 | Use rational approximations of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g. π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. | 2 | 4% |
| 8.G.1a | Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. | | |
| 8.G.1b | Verify experimentally the properties of rotations, reflections, and translations: b. Angles are taken to angles of the same measure. | | |
| 8.G.1c | Verify experimentally the properties of rotations, reflections, and translations: c. Parallel lines are taken to parallel lines. | 4-8 | 8-15% |
| 8.G.2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. | | |

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| 8.G.3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. | | |
| 8.G.4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. | | |
| 8.G.7-1 | Apply the Pythagorean Theorem in a simple planar case. | | |
| 8.G.7-2 | Apply the Pythagorean Theorem in a simple three-dimensional case. | | |
| 8.G.8 | Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | | |
| 8.G.9 | Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | | |
| 8.SP.1 | Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. | 3-5 | 6-10% |
| 8.SP.2 | Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. | | |
| 8.SP.3 | Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. | | |
| 8.SP.4 | Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the | | |

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| | same subjects. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? | | |
| 8.C.1.1 | Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Content Scope: Knowledge and skills articulated in 8.EE.6. | 10 | 19% |
| 8.C.1.2 | Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Content Scope: Knowledge and skills articulated in 8.EE.8a. | | |
| 8.C.2 | Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content Scope: Knowledge and skills articulated in 8.EE.7a, 8.EE.7b, 8.EE.8b. | | |
| 8.C.3.1 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 8.F.3-2. | | |
| 8.C.3.2 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 8.G.2, 8.G.4. | | |
| 8.C.3.3 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 8.G.5. | | |
| 8.C.4.1 | Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 8.EE.8c. | | |

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| 8.C.5.1 | Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content Scope: Knowledge and skills articulated in 8.EE.6. | | |
| 8.C.5.2 | Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content Scope: Knowledge and skills articulated in 8.G.2, 8.G.4. | | |
| 8.C.5.3 | Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content Scope: Knowledge and skills articulated in 8.G.B. | | |
| 8.C.6 | Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 7.RP.A, 7.NS.A, 7.EE.A. | | |
| 8.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 8, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | 12 | 23% |
| 8.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to grade 8, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, 7.G, and 7.SP.B. | | |
| 8.D.3 | Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense (e.g., profitably applying proportional relationships to a phenomenon that is obviously nonlinear or statistical in nature). Content Scope: Knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | | |
| 8.D.4 | Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity. Content Scope: Knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements | | |
| Total Number of Points | | 52 | |

MATHEMATICS – HIGH SCHOOL**STANDARDS FOR MATHEMATICAL PRACTICE****MP**

| | |
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| 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 CONTENT – HIGH SCHOOL**Traditional
Sequence
Course
(CCSSM
Appendix A)****Integrated
Sequence
Course
(CCSSM
Appendix A)**

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| N.Q.1 | Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. | A1 | M1 |
| N.Q.2 | Define appropriate quantities for the purpose of descriptive modeling. | A1 | M1 |
| N.Q.3 | Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | A1 | M1 |
| N.VM.4.a | Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. | 4th | 4th |
| N.VM.4.b | Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. | 4th | 4th |
| A.SSE.1.a | Interpret parts of an expression, such as terms, factors, and coefficients. | A1/A2 | M1/M2/M3 |
| A.SSE.1.b | Interpret complicated expressions by viewing one or more of their parts as a single entity. | A1/A2 | M1/M2/M3 |
| A.SSE.2 | Use the structure of an expression to identify ways to rewrite it. | A1/A2 | M2/M3 |
| A.SSE.3 | Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. | | |

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| A.APR.1 | Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. | A1/A2 | M2/M3 |
| A.CED.1 | Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. | A1/A2 | M1/M2/M3 |
| A.CED.2 | Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. | A1/A2 | M1/M2/M3 |
| A.CED.3 | Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. | A1/A2 | M1/M3 |
| A.REI.1 | Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. | A1 | M1 |
| A.REI.3 | Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. | A1 | M1 |
| A.REI.4 | Solve quadratic equations in one variable. | | |
| A.REI.6 | Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. | A1 | M1 |
| A.REI.10 | Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). | A1 | M1 |
| A.REI.12 | Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. | A1 | M1 |
| F.IF.4 | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> | A1/A2 | M1/M2/M3 |
| F.IF.5 | Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. | A1/A2 | M1/M2/M3 |
| F.IF.7 | Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. | | |
| | F.IF.7.a Graph linear and quadratic functions and show intercepts, maxima, and minima. | A1 | M1/M2 |
| F.IF.9 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | A1/A2 | M2/M3 |
| F.BF.1 | Write a function that describes a relationship between two quantities. | | |
| | F.BF.1.b Combine standard function types using arithmetic operations. | A1/A2 | M1/M2/M3 |
| | F.BF.1.c Compose functions. | 4th | 4th |

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| F.BF.3 | Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. | | A1/A2 | M1/M2/M3 |
| F.LE.1 | Distinguish between situations that can be modeled with linear functions and with exponential functions. | | | |
| | F.LE.1.a | Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. | A1 | M1 |
| | F.LE.1.b | Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. | A1 | M1 |
| | F.LE.1.c | Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. | A1 | M1 |
| F.LE.2 | Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). | | A1 | M1 |
| F.LE.3 | Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. | | A1 | M1/M2 |
| F.LE.5 | Interpret the parameters in a linear or exponential function in terms of a context. | | A1 | M1 |
| F.TF.1 | Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. | | A2 | M2 |
| G.CO.2 | Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). | | Geo | M1 |
| G.CO.5 | Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. | | Geo | M1 |
| G.CO.6 | Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. | | Geo | M1 |
| G.CO.10 | Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i> | | Geo | M2 |
| G.SRT.2 | Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. | | Geo | M2 |
| G.SRT.5 | Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. | | Geo | M2 |
| G.SRT.6 | Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. | | Geo | M2 |
| G.SRT.8 | Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. | | Geo | M2 |

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|---------|--|---|-----|----|
| G.C.2 | Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i> | | Geo | M2 |
| G.GPE.1 | Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. | | Geo | M2 |
| S.ID.1 | Represent data with plots on the real number line (dot plots, histograms, and box plots). | | A1 | M1 |
| S.ID.2 | Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. | | A1 | M1 |
| S.ID.3 | Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). | | A1 | M1 |
| S.ID.6 | Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. | | | |
| | S.ID.6.a | Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> | A1 | M1 |
| S.ID.7 | Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. | | A1 | M1 |
| S.ID.9 | Distinguish between correlation and causation. | | A1 | M1 |
| S.IC.1 | Understand statistics as a process for making inferences about population parameters based on a random sample from that population. | | A2 | M3 |
| S.IC.3 | Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. | | A2 | M3 |
| N.RN.2 | Rewrite expressions involving radicals and rational exponents using the properties of exponents. | | A1 | M2 |
| N.CN.1 | Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. | | A2 | M2 |
| N.CN.2 | Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. | | A2 | M2 |
| N.CN.7 | Solve quadratic equations with real coefficients that have complex solutions. | | A2 | M2 |
| A.SSE.1 | Interpret expressions that represent a quantity in terms of its context. | | | |
| | A.SSE.3.a | Factor a quadratic expression to reveal the zeros of the function it defines. | A1 | M2 |
| | A.SSE.3.b | Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. | A1 | M2 |
| | A.SSE.3.c | Use the properties of exponents to transform expressions for exponential functions. | A1 | M2 |
| A.SSE.4 | Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. | | A2 | M3 |

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| A.APR.3 | Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. | A2 | M3 |
| A.REI.11 | Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. | A1/A2 | M1/M3 |
| F.IF.1 | Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. | A1 | M1 |
| F.IF.2 | Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. | A1 | M1 |
| F.IF.6 | Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. | A1/A2 | M1/M2/M3 |
| | F.IF.7.c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. | A2 | M3 |
| | F.IF.7.d Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. | 4th | 4th |
| | F.IF.7.e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. | A1/A2 | M1/M3 |
| F.IF.8 | Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. | | |
| | F.IF.8.a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. | A1/A2 | M2/M3 |
| | F.IF.8.b Use the properties of exponents to interpret expressions for exponential functions. | A1/A2 | M2/M3 |
| G.CO.1 | Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. | Geo | M1 |
| G.CO.9 | Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i> | Geo | M2 |

Science Learning

Foreword

The purpose of this document is to support educators in engaging students in authentic science learning during remote or blended learning. Children are naturally curious; during this unprecedented time, we need to foster these curiosities through the use of real-world phenomena. Effective science learning should involve students figuring out science instead of learning about facts. Sensemaking, actively investigating how the world works, and designing solutions to problems, are the main goals of the Illinois Learning Standards for Science (NGSS). **Engaging students in the science and engineering practices, rather than pre-teaching information and lecturing, should be the focus of learning whether in the classroom or during remote instruction.** Through the use of the science and engineering practices students figure out science concepts and design solutions, as well as engage in science as a scientist and engineering as an engineer.

Students should be working to make sense of phenomena in the world around them and make connections between the different scientific concepts that help to explain these phenomena. Presenting or observing phenomena can take on many forms: students may make observations outside or in their home, they may watch a live demonstration, they may watch a video clip of a phenomena, or they may observe images. The primary goal is to allow students to observe a phenomenon in order to figure it out. How students figure out the phenomena requires a focus on the Science & Engineering Practices so students are thinking and doing science in different ways (e.g. investigations, data analysis and sense-making, etc.). The eight science and engineering practices are:

1. **Asking Questions and Defining Problems-** A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested.
2. **Planning and Carrying out Investigations-** Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.
3. **Using Mathematical and Computational Thinking-** In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships.
4. **Developing and Using Models-** A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.
5. **Analyzing and Interpreting Data-** Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results.
6. **Constructing Explanations and Designing Solutions-** The end-products of science are explanations and the end-products of engineering are solutions. The goal of science is the construction of theories that provide

explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories.

7. **Engaging in Argument from Evidence-** Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.
8. **Obtaining, Evaluating, and Communication of Information-** Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

Students in grades K-12 should engage in all eight practices over each grade band. Practices grow in complexity and sophistication across the grades. The eight practices are not separate; they intentionally overlap and interconnect. As explained by Bell, et al. (2012), the practice of asking questions may lead to the practice of modeling or planning and carrying out an investigation, which may lead to analyzing and interpreting data. Just as it is important for students to carry out each of the individual practices, it is important for them to see the connections among the eight practices. Due to the complicated nature of remote and blended learning, the elements of the Science and Engineering practices are able to be meaningfully utilized across all environments. For a more detailed description of the Science and Engineering Practices, and to view their progressions across grade bands, please review NGSS [Appendix F](#).

The intent of these recommendations is to stay in line with the integrity of three-dimensional learning. The Three Dimensions of the NGSS were designed to be used together. The overarching goal of the NGSS is to engage students in using the Science and Engineering Practices (SEP) through the lens of a Cross-Cutting Concept (CCC) in order to figure out the content within the Disciplinary Core Ideas (DCI). Districts and teachers should select the Disciplinary Core Ideas from the overarching standards that best support student conceptual learning.

Science Education Shifts

During blended or classroom learning, science instructional practices should continue to engage students with doing science much like a scientist does. The table below illustrates examples of such instructional practices.

| Science Learning Should look Less Like | Science Learning Will Look More Like |
|---|---|
| Rote memorization of facts and terminology | Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning |
| Learning of ideas disconnected from questions about phenomena | Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned |
| Teachers providing information to the whole class | Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance |

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| Teachers posing questions with only one right answer | Students discussing open-ended questions that focus on the strength of the evidence used to generate claims |
| Students reading textbooks and answering questions at the end of the chapter | Students reading multiple sources, including science-related magazine and journal and web-based resources; students developing summaries of information. |
| Pre-planned outcome for “cookbook” laboratories or hands-on activities | Multiple investigations driven by students’ questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas |
| Worksheets | Students writing of journals, reports, posters, and media presentations that explain and argue |
| Oversimplification of activities for students who are perceived to be less able to do science and engineering | Provisions of supports so that all students can engage in sophisticated science and engineering practices |

Priority Standards - PreK

Whether in the classroom or engaged in distance learning, teachers should prioritize Goal 11 and select the core ideas under goal 12 that best support student conceptual learning. In the example that follows, a segment of a unit is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices outlined in Goal 11.

Overarching Standards

[Goal 12](#) Explore concepts and information about the physical, earth, and life sciences.

Example:

| Disciplinary Core Ideas and Elements | Phenomenon-based Key Questions | Science and Engineering Practices (Goal 11) | Interdisciplinary Connections |
|---|--|--|---|
| 12.F Explore changes related to the weather and seasons. | <p>Why do the leaves change color?</p> <p>Why do leaves fall to the ground?</p> <p>Do all leaves fall off?</p> | <p>Plan and Carry Out Investigations Work with students to create a fair investigation observing local trees.</p> <p>Observe Using a graphic organizer, collect, and describe information from student observations.</p> | <p>3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book</p> <p>10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.</p> |

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| | | <p>Generate Conclusions Generate explanations and communicate ideas and/or conclusions about their investigations.</p> | |
|--|--|---|--|

Priority Standards - Kindergarten

Whether in the classroom or engaged in distance learning, teachers should select elements from the Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment scaffolds. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[K-PS2: Motion and Stability: Forces & Interactions](#)

[K-PS3: Energy](#)

[K-LS1: From Molecules to Organisms: Structures & Processes](#)

[K-ESS2: Earth's Systems](#)

[K-ESS3: Earth and Human Activity](#)

Example

| Disciplinary Core Ideas and Elements | Phenomenon-based Key Questions | Science and Engineering Practices | Interdisciplinary Connections |
|--|--|---|--|
| <p>PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions.</p> | <p>Why does the soccer ball change directions when it is kicked?</p> | <p>Planning and Carrying out Investigations Plan an investigation to figure out the relationship between kick strength and how much the ball changes direction.</p> <p>Modeling Students draw models of the paths a soccer ball follows when kicked with different strengths. They use arrows to show relative speed.</p> | <p>SL.K.3 Students ask questions about differences in a soccer ball's behavior when kicked with different forces.</p> <p>K.MD.A.1 Students can describe measurable aspects of the soccer ball, such as its speed or direction of motion.</p> |

Priority Standards - 1st

Whether in the classroom or engaged in distance learning, teachers should select elements from the Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment scaffolds. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[1-PS4: Waves and their Applications in Technologies for Information Transfer](#)

[1-LS1: From Molecules to Organisms: Structures & Processes](#)

[1-LS3: Heredity: Inheritance and Variation of Traits](#)

[1-ESS1: Earth’s Place in the Universe](#)

Example

| Disciplinary Core Ideas and Elements | Phenomenon-based Key Questions | Science and Engineering Practices | Interdisciplinary Connections |
|---|---|--|--|
| <p>LS3.A Inheritance of traits Young animals are very much, but not exactly like, their parents. Plants are also very much, but not exactly, like their parents.</p> | <p>Why is the puppy tan when one of his parents is white and one of his parents is black?</p> | <p>Constructing Explanation and Designing Solutions Using a venn diagram students explain the similarities and differences between offspring and their parents.</p> | <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>MP.2 Reason abstractly and quantitatively. Students can look at the puppy family history (data) to notice that many more dogs have had floppy ears than pointy ears and write an explanation for which type of ears puppies are likely to have.</p> |

Priority Standards - 2nd

Whether in the classroom or engaged in distance learning, teachers should select the Disciplinary Core Ideas under each of the following standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment scaffolds. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[2-PS1: Matter and its Interactions](#)

[2-LS2: Ecosystems: Interactions, Energy, and Dynamics](#)

[2-LS4: Biological Evolution: Unity Diversity](#)

[2-ESS1: Earth’s Place in the Universe](#)

[2-ESS2: Earth’s Systems](#)

Example

[Type here]

| Disciplinary Core Ideas and Elements | Phenomenon-based Key Questions | Science and Engineering Practices | Interdisciplinary Connections |
|---|---|--|---|
| <p>ESS1.C: The History of Planet Earth Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.</p> | <p>Why does the earth form large cracks? How is a valley formed?</p> | <p>Constructing Explanations and Designing Solutions Students construct an explanation of how the earth changes overtime, by explaining the effects of erosion.</p> | <p>RI.2.3 Describe the connection between a series of historical events. Students can read texts about the stages of volcano formation and describe the cause and effect relationship between the tectonic plates moving and lava entering the Earth's crust.</p> <p>MP.4 Model with mathematics. Put volcano formation events on a timeline to model how slowly the Earth changes over time.</p> |

Priority Standards - 3rd

Whether in the classroom or engaged in distance learning, teachers should select the Disciplinary Core Ideas under each of the following standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment scaffolds. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[3-PS2: Motion and Stability: Forces and Interactions](#)

[3-LS1: From Molecules to Organisms: Structure and Processes](#)

[3-LS2: Ecosystems: Interactions, Energy, and Dynamics](#)

[3-LS3: Heredity: Inheritance and Variation of Traits](#)

[3-LS4: Biological Evolution: Unity and Diversity](#)

[3-ESS2: Earth's Systems](#)

[3-ESS3: Earth and Human Activity](#)

Example

| Disciplinary Core Ideas and Elements | Phenomenon-based Key Questions | Science and Engineering Practices | Interdisciplinary Connections |
|--|--------------------------------------|--|--|
| <p>PS2.B: Types of Interactions</p> | <p>How does the distance between</p> | <p>Asking Questions and Defining Problems</p> | <p>RI.3.1 Ask and answer questions to demonstrate</p> |

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Science

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| <p>Electric and magnetic forces between a pair of objects do not require that the object be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distance apart and, for forces between two magnets, on their orientation relative to each other.</p> | <p>magnets change the strength of the force?</p> <p>How does the location of magnets affect the direction of the magnetic force?</p> | <p>Students engage with magnets and various materials to make observations and ask questions about the different properties of magnets.</p> <p>Planning and Carrying out Investigations Students plan and conduct an investigation to determine different properties of magnets based off of their initial observations.</p> | <p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of scientific ideas or concepts using language that pertains to cause and effect.</p> |
|--|--|---|--|

Priority Standards - 4th

Whether in the classroom or engaged in distance learning, teachers should select the Disciplinary Core Ideas under each of the following standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment scaffolds. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[4-PS3: Energy](#)

[4-PS4: Waves and their Applications in Technologies for Information Transfer](#)

[4-LS1: From Molecules to Organisms: Structures and Processes](#)

[4-ESS1: Earth’s Place in the Universe](#)

[4-ESS2: Earth’s Systems](#)

[4-ESS3: Earth and Human Activity](#)

Example

| <p>Disciplinary Core Ideas and Elements</p> | <p>Phenomenon-based Key Questions</p> | <p>Science and Engineering Practices</p> | <p>Interdisciplinary Connections</p> |
|---|--|--|---|
| <p>ESS2.B: Plate Tectonics and Large-Scale System interactions The locations of deep ocean trenches, ocean floor</p> | <p>Why have I never seen a volcano in my town?</p> | <p>Analyze and Interpret Data Students will work to plot a data set from recent volcanic eruptions around the world to reveal patterns that suggest relationships.</p> <p>Engage in Arguments from</p> | <p>RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding.</p> <p>MP4 Model with mathematics.</p> |

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| <p>structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges.</p> | | <p>Evidence Students will use their findings to explain and predict where they think a volcano may begin to form next.</p> | |
|---|--|---|--|

Priority Standards - 5th

Whether in the classroom or engaged in distance learning, teachers should select the Disciplinary Core Ideas under each of the following standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment scaffolds. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[5-PS1: Matter and its Interactions](#)

[5-PS2: Motion and Stability: Forces and Interactions](#)

[5-PS3: Energy](#)

[5-LS1: From Molecules to Organisms: Structures and Processes](#)

[5-LS2: Ecosystems: Interactions, Energy, and Dynamics](#)

[5-ESS1: Earth’s Place in the Universe](#)

[5-ESS2: Earth’s Systems](#)

[5-ESS3: Earth and Human Activity](#)

Example

| <p>Disciplinary Core Ideas and Elements</p> | <p>Phenomenon-based Key Questions</p> | <p>Science and Engineering Practices</p> | <p>Interdisciplinary Connections</p> |
|--|---|---|--|
| <p>ESS2.C The Roles of Water in Earth’s Surface Processes Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or</p> | <p>Why do we need to conserve water? How much water is in the world?</p> | <p>Developing and Using Modes Students will use various materials to develop a model, to illustrate the amounts of fresh water in the world.</p> | <p>RI.5.7 Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. MP.2</p> |

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| <p>underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.</p> | <p>How much fresh water is in the world?</p> | <p>Analyzing and Interpreting Data Students will use data from world maps to determine the relative amounts of fresh, salt, and frozen water.</p> | <p>Reason abstractly and quantitatively. MP.4 Model with mathematics.</p> |
|--|--|--|--|

Science Learning: Middle School

Priority Standards - Physical Science

Whether in the classroom or engaged in distance learning, teachers should select Elements of Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment frameworks.

Overarching Standards


[MS-PS1: Matter and Its Interactions](#)

[MS-PS2: Motion and Stability: Forces and Interactions](#)

[MS-PS3: Energy](#)

[MS-PS4: Waves and their Applications in Technologies for Information Transfer](#)

Example: Thermal Energy

| | |
|--|---|
| <p>Getting Started by Observing Phenomena</p>  <p>Thermal Energy How can containers keep stuff from warming up or cooling down? OpenSciEd MIDDLE SCHOOL SCIENCE Photo: https://www.openscienced.org/6-2-thermal-energy-overview/</p> | <p>Students engage in an investigation to collect observational data. Students make observations about the rate at which ice melts in a typical fast food cup vs a double walled “fancy” cup.</p> |
| | <p>Students discuss their observations and include other related phenomena in which they have noticed the temperature change. Students generate and share a list of these phenomena.</p> |
| <p>Generating Questions to Investigate</p> | <p>After exploring phenomena, students ask questions to investigate in their teams. Students begin by brainstorming a list of questions. The students collaboratively select essential questions.</p> |
| <p>Making Sense of Initial Thoughts</p> | <p>Students create initial models explaining the how and why of the phenomenon of temperature changes in the cups. Students are asked to represent their initial thinking by writing, drawing, and sharing their own initial models.</p> |
| <p>Gathering Evidence to Answer Questions</p> | <p>Using students’ questions and initial models, students plan and carry out investigations to gather more evidence regarding the phenomena.</p> |

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| | <ul style="list-style-type: none"> ● Students design and evaluate different cup designs to test the effects of specific features when compared to the control cups. ● Students analyze temperature data in order to find patterns and relationships between temperature change and cup design. ● Students utilize simulations to visualize particle behavior. ● Students use digital resources to collect evidence through research. |
| <p>Making Sense of Evidence</p> | <p>Students make sense of the phenomena by discussing the evidence they collected through investigations, data analysis, simulations, and research. These discussions enable the students to engage in argument from evidence and take place after each learning experience. Students discuss and make revisions to their model in order to help them make sense of the phenomena from the evidence collected. During these discussions, students revise their initial models and ask new questions to drive learning forward. These new questions may require further investigation in order to reach a sufficient explanation of the phenomenon.</p> |
| <p>Communicate Findings and Conclusions</p> | <p>Students complete a gallery walk where they critique and provide feedback on the models and explanations of their peers. After students provide and receive feedback from others, they revise their models and construct a final explanation of the phenomenon.</p> |

Priority Standards - Life Science

Whether in the classroom or engaged in distance learning, teachers should select Elements of Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment frameworks.

Overarching Standards

[MS-LS1: From Molecules to Organisms: Structures and Processes](#)


[MS-LS2: Ecosystems: Interactions, Energy, and Dynamics](#)

[MS-LS3: Heredity: Inheritance and Variation of Traits](#)

[MS-LS4: Biological Evolution: Unity and Diversity](#)

Example: Cells and Development

| | |
|---|--|
| <p>Getting Started by Observing Phenomena</p> | <p>Students engage in an investigation to collect observational data. To do this, students make observations of chicken eggs that hatch into chicks and eggs that do not hatch.</p> |
|---|--|

| | |
|---|--|
|  <p>Photo: https://www.nextgenstorylines.org/how-do-eggs-become-chickens-and-other-living-things</p> | <p>Students discuss their observations of a hen caring for her eggs.</p> |
| <p>Generating Questions to Investigate</p> | <p>After exploring phenomena, students ask questions about what chicken eggs need in order to hatch and what is happening inside of the eggs. Students begin by brainstorming a list of questions. The students collaboratively select essential questions for investigation.</p> |
| <p>Making Sense of Initial Thoughts</p> | <p>Students create initial models explaining what is occurring in an egg that hatches into a chick and an egg that does not hatch. Students represent this initial thinking by writing, drawing, and sharing their own initial models to create a class consensus model.</p> |
| <p>Gathering Evidence to Answer Questions</p> | <p>Using students' questions and initial models, students decide how and what they will investigate.</p> <ul style="list-style-type: none"> ● Students collect evidence through print research and digital resources by reading about the conditions necessary for eggs to hatch. ● Students conduct an investigation by completing egg dissection of a store-bought egg. ● Students utilize simulations to explore the embryonic development of chickens and other living organisms. ● Students use microscopes and/or digital resources to observe cellular structures and analyze data about cell division. |
| <p>Making Sense of Evidence</p> | <p>Students make sense of the phenomena by discussing the evidence they collected through investigations, data analysis, simulations, and research. These discussions enable the students to engage in argument from evidence and take place after each learning experience. Students discuss and make revisions to their model in order to help them make sense of the phenomena from the evidence collected. During these discussions, students revise their initial models and ask new questions to drive learning forward. These new questions may require further investigation in order to reach a sufficient explanation of the phenomenon.</p> |
| <p>Communicate Findings and Conclusions</p> | <p>Based on the evidence from their learning experiences, students modify their initial models to generate final models that explain how chickens grow and hatch from eggs.</p> |

Priority Standards - Earth and Space Science

Whether in the classroom or engaged in distance learning, teachers should select Elements of Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment frameworks.

Overarching Standards

[MS-ESS1: Earth’s Place in the Universe](#)

[MS-ESS2: Earth’s Systems](#)

[MS-ESS3: Earth and Human Activity](#)

Example: Earth in Space

| | |
|--|---|
| Getting Started by Observing Phenomena | Students engage in an investigation to collect observational data. Students observe the sky noticing patterns in the moon, sun, and stars. |
| | Students discuss their observations and include other curious phenomena found in the sky such as eclipses, seasons, asteroids, planets, and so on. Students generate and share a list of these phenomena. |
| Generating Questions to Investigate | After exploring phenomena, students ask questions to investigate in their teams. Students begin by brainstorming a list of questions. The students collaboratively select essential questions. |
| Making Sense of Initial Thoughts | Students create initial models explaining the how and why of phenomena related to the moon, Earth, and sun. Students are asked to represent their initial thinking by writing, drawing, and sharing their own initial models. |
| Gathering Evidence to Answer Questions | Using students’ questions and initial models, students decide how and what they will investigate . |
| | <ul style="list-style-type: none"> ● Students analyze data collected from sky observations. ● Students conduct an investigation to model patterns of motion in the Earth, Moon, Sun System in order to explain the phenomena. ● Students utilized simulations to analyze patterns of motion in the Earth, Moon, Sun System. ● Students collect evidence through print research and digital resources in order to explain the phenomena. . |
| Making Sense of Evidence | Students make sense of the phenomena by discussing the evidence they collected through investigations, data analysis, simulations, and research . These discussions enable the students to engage in argument from evidence and take place after each learning |

| | |
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| | <p>experience. Students discuss and make revisions to their model in order to help them make sense of the phenomena from the evidence collected. During these discussions, students revise their initial models and ask new questions to drive learning forward. These new questions may require further investigation in order to reach a sufficient explanation of the phenomenon.</p> |
| <p>Communicate Findings and Conclusions</p> | <p>Based on the evidence from their learning experiences, students modify their initial models to explain phenomena related to the moon, Earth, and sun.</p> |

Science Learning: High School

Priority Standards - Physical Science

Whether in the classroom or engaged in distance learning, teachers should select Elements of Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment frameworks. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[HS-PS1 Matter and its Interactions](#)

[HS-PS2: Motion and Stability: Forces and Interactions](#)

[HS-PS3: Energy](#)

[HS-PS4: Waves and their Applications in Technologies in Information Transfer](#)

Example

PS 1.B Chemical Reactions

- 1) Phenomenon: An endothermic reaction (lab demo) <https://www.youtube.com/watch?v=GQkJI-Nq3Os>
- 2) **Asking questions:** Students ask questions about phenomenon and share questions with others via a driving question board or an online sharing tool of your choice. Students will pose questions that ask about how mixing two liquids can make something freeze or if the substances are dangerous by themselves. Discuss what signs indicate a chemical reaction, rather than a physical change. This can lead to the concept of chemical processes, energy, collisions of molecules and the rearrangements of atoms into new molecules.
- 3) **Planning and Carrying Out an Investigation:** Students can use basic household items to model the reaction they saw in the video using baking soda, pink lemonade powder, salt and water.
- 4) **Obtaining, Evaluating, and Communicating Information:** Students use collected data to support their claim and share with their peers. Teachers may pose new questions regarding their findings such as: Does the amount of salt affect the temperature at the end of the experiment? Do all salts react to absorb heat when mixed with water? Students may then revise their experiment to determine whether these variables had an impact on their results and share this new information.

- 5) Continuing the story: This may lead to activities that involve developing and using models (using materials at home or technology tools) to explain the structure and function of molecules involved in these reactions and explain how they may change.

Priority Standards - Life Science

Whether in the classroom or engaged in distance learning, teachers should select Elements of Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment frameworks. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[HS-LS1: From Molecules to Organisms: Structure & Processes](#)

[HS-LS2: Ecosystems: Interactions, Energy, and Dynamics](#)

[HS-LS3: Heredity: Inheritance and Variation of Traits](#)

[HS-LS4: Biological Evolution: Unity and Diversity](#)

Example

LS 2.D Social Interactions and Group Behavior

- 1) Phenomenon: Lions versus Water Buffalo <https://youtu.be/LU8DDYz68kM>
- 2) **Asking questions:** Students ask questions about phenomenon and share questions with others via a driving question board or an online sharing tool of your choice. Students will pose questions that ask about the lions or water buffalo and how they are behaving in the clip. This can lead to the concept of some organisms living in groups.
- 3) **Planning and Carrying Out an Investigation:** Students may go outside to make observations of organisms that also live in groups (insects, birds, etc). Students should consider whether these organisms are living in groups for the same reasons as the lions or water buffalo. Teachers may offer methods for collecting data or allow students to create their own. What patterns do they see? What claims can students make about their behavior of the animals they observed outside?
- 4) **Engaging in Argument from Evidence:** Students share their observations and any data collected to explain how their data supports their claim. Students may present their evidence and explain how their evidence supports their claim in a myriad of ways using the technology available to the teacher.
- 5) Continuing the story: This may lead to activities around genetics that enable students to figure out how the lions are related to one another and/or activities around macromolecules and energy where students can distinguish what these different species consume.

Priority Standards - Earth and Space Science

Whether in the classroom or engaged in distance learning, teachers should select Elements of Disciplinary Core Ideas under each of the following overarching standards that best support student conceptual learning. Performance Expectations can be used as examples of assessment frameworks. In the example that follows, a segment of a storyline is presented to illustrate how teachers can lead students through the use of the Science and Engineering Practices.

Overarching Standards

[HS-ESS1: Earth's Place in the Universe](#)

[HS-ESS2: Earth's Systems](#)

[HS-ESS3: Earth and Human Activity](#)

Example

ESS 2.C The Roles of Water in Earth's Surface Processes

- 1) Phenomenon: Time Lapse: The Power of Water <https://youtu.be/N8C9OaBRW2g>
- 2) **Asking questions:** Students ask questions about phenomenon and share questions with others via a driving question board or an online sharing tool of your choice. Students will pose questions that ask about the effects of weathering. This can lead to the concept of water properties and erosion. What did they observe? Why did that happen?
- 3) **Planning and Carrying Out an Investigation:** Students will fill a plastic water bottle or hard plastic container completely full of water and put a lid on tightly. They will freeze it overnight and make observations the next day. What did they observe? Why did that happen?
- 4) **Engaging in Argument from Evidence:** Students share their observations and any data collected to explain how their data supports their claim. Students may present their evidence and explain how their evidence supports their claim in a myriad of ways using the technology available to the teacher and students.
- 5) Continuing the story: This may lead to activities around modeling land formation as seen on a walk with their family and a discussion of the role water plays in the weather or human sustainability when it comes to water use in the home.

Social Science Learning

Civic Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: 14C Understand ways groups makes choices and decisions

Benchmark: 14.C.ECa Participate in voting as a way of making choice.

| Kindergarten | 1 st Grade | 2 nd Grade |
|---|--|---|
| Civics Process, Rules and Laws SS.CV.2.K: Explain the need for and purposes of rules in various settings, inside and outside of school. | Civic and Political Institutions SS.CS.1.1: Explain how all people, not just official leaders, play important roles in a community Civics Process, Rules, and Laws SS.CV.2.1: Identify and explain how rules function in various settings, inside and outside of school | Civics Process, Rules, and Laws SS.CV.2.2 Describe how communities work to accomplish common tasks, establish |

| 3 rd Grade | 4 th Grade | 5 th Grade |
|--|--|---|
| Civic and Political Institutions SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms | Civic and Political Institutions SS.CV.1.4: Distinguish the responsibilities and powers of government officials at the local, state, and national levels | Civic and Political Institutions SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions. |
| Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time | Participation and Deliberation: Applying Civic Virtues and Democratic Processes SS.CV.3.4: Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation. | Processes, Rules, and Laws SS.CV.4.5: Explain how policies are developed to address public problems |

| 6th- 8th Grade |
|--|
| SS.CV.5.6-8.LC, MdC, MC : Apply civic virtues and democratic principles in school and community settings. |
| SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights. |
| SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. |
| SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system. |
| SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries. |
| SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media. |
| SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society. |

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| SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings | | |
| K-8th Inquiry Skills | | |
| Developing Questions and Planning Inquiries | | |
| K-2nd Grade | 3-5th Grade | 6-8th Grade |
| Creating Essential Questions | | |
| SS.IS.1.K-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers | SS.IS.1.3-5. Develop essential questions and explain the importance of the questions to self and others. | SS.IS.6-8. Create essential questions to help guide inquiry about a topic |
| Creating Supporting Questions | | |
| Begins in 3rd grade | SS.IS.2.3.5. Create supporting question to help answer essential questions in an inquiry | SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research |
| Determining Helpful Sources | | |
| SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions | SS.IS.3.3.5. Determine sources representing multiple points of view that will assist in answering essential questions. | SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan. |

Evaluating Sources and Using Evidence

| | | |
|--|--|---|
| K-2th Grade | 3-5th Grade | 6-8th Grade |
| Gathering and Evaluating Sources | | |
| SS.IS.3.K-2: Gather information from one or two sources with guidance and support from adults and/or peers. | SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. | SS.IS.4.6-8.L.C. Determine the value of sources by evaluating their relevance and intended use. |
| | | SS.IS.4.6-8.Md.C. Determine credibility of sources based upon their origin, authority, and context. |
| | | SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other. |
| Developing Claims and Using Evidence | | |
| SS.IS.4.K-2 Evaluate a sources by distinguishing between fact and opinion | SS.IS.5.3.5. Develop claims using evidence from multiple sources to answer essential questions | SS.IS.5.6-8.L.C. Appropriately cite all sources utilized. |
| | | SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting its limitations. |
| | | SS.IS.5-6.8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both. |

Communicating Conclusion and Taking Informed Action

| | | |
|--|-------------------------------|--|
| K-2nd Grade | 3-5th Grade | 6-8th Grade |
| Communicating Conclusions | | |
| SS.IS.5.K-2: Ask and answer questions about arguments and explanations. | | SS.IS.6.6-8LC. Construct arguments using claims and evidence from |

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|---|---|---|
| | SS.IS.6.3.5. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. | multiple sources, while acknowledging their strengths and limitations. SS.IS.6.6-8 MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses. SS.IS.6.6-8 MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media. |
| Critiquing Conclusions | | |
| Begins in 3-5 | SS.IS.7.3.5. Identify a range of local problems and some ways in which people are trying to address these problems | SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others). |
| Taking Informed Action | | |
| SS.IS. 6.K-12 Use listening, consensus building, and voting procedures to decide on and take action in their classrooms. | SS.IS.8.3.3-5. Use listening, consensus building, and voting procedures to decide on and take action in their classrooms and school. | SS.IS.8.6-8.L.C. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it. |
| | | SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes. |
| | | SS.IS.8.6-8 MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts. |

Economics and Personal Finance Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: Explore roles in the economic system and workforce
 Benchmarks: 15.A.ECa- Describe some common jobs and what is needed to perform those jobs; 15.A.ECb- Discuss why people work

| Kindergarten | 1 st Grade | 2 nd Grade |
|--------------|--|---|
| | Economic Decision Making SS.EC.2.1: Describe the skills and knowledge required to produce certain goods and services | Financial Literacy SS.EC.FL4.2: Explain that money can be saved or spent on goods and services |

| 3 rd Grade | 4 th Grade | 5 th Grade |
|--|--|---|
| Exchange and Markets SS.EC. 2.3: Generate examples of the goods and services that governments provide. | Financial Literacy SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options). | National and Global Economy SS.EC.3.5: Determine the ways in which the government pays for the goods and services it provides. |
| Financial Literacy SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy. | Exchange and Markets SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines). | Exchange and Markets SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade. |

| 6th- 8th Grade |
|---|
| SS.EC.1.6-8.LC: Explain how economic decisions affect the wellbeing of individuals, businesses and society |
| SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy. |
| SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups. |
| SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies |
| SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving. |
| SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income. |
| SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations. |

Geography Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: 17A Explore environment and where people live

Benchmarks: 17.A.ECa- Locate objects and places in familiar environments; 17.A.ECb- Express beginning geographic thinking.

| Kindergarten | 1st Grade | 2nd Grade |
|---|--|--|
| Human-Environment Interactions SS.G.1.K: Explain how weather, climate, and other environmental characteristics affect people’s lives | Geographical Representations SS.G.1.1: Construct and interpret maps and other representations to navigate to a familiar place | Geographical Representations SS.G.1.2: Construct and interpret maps and other graphic representations of both familiar and unfamiliar places Human Environment Interaction SS.G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places |

| 3rd Grade | 4th Grade | 5th Grade |
|--|--|---|
| Human-Environment Interaction: Place, Regions, and Culture SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places. | Geographic Representations: Spatial Views of the World SS.G.1.4: Construct and interpret maps of Illinois and the United States using various media. | Human-Environment Interaction: Place, Regions, and Culture SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time. |
| Geographic Representations: Spatial Views of the World SS.G.1.3: Locate major landforms and bodies of water on a map or other representation. | Human Population: Spatial Patterns and Movements SS.G.3.4: Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements. | Global Interconnections: Changing Spatial Patterns SS.G.4.5: Compare the environmental characteristics of the United States to other world regions. |

| 6th - 8th Grade |
|---|
| SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement. |
| SS.G.2.6-8.LC: Explain how humans and their environment affect one another. |
| SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use. |
| SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. |
| SS.G3.6-8.MC: Evaluate the influences of long-term human induced environmental change on spatial patterns of conflict and cooperation. |

SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

History Standards Birth-8th Grade

IL EARLY LEARNING & DEVELOPMENT STANDARDS: 18B Develop an awareness of self within the context of the family

Benchmark: 18.B ECa- Understand that each of us belongs to a family and recognize that families vary

| Kindergarten | 1st Grade | 2nd Grade |
|---|--|--|
| Change, Continuity, and Context SS.H.1.K: Compare life in the past to life today | Change, Continuity, and Context SS.H.2.1: Describe individuals and groups who have shaped a significant historical change Perspectives SS.H.3.1: Compare perspectives of people in the past to those of people in the present | Change, Continuity, and Context SS.H.1.2: Summarize changes that have occurred in the local community over time Perspectives SS.H.2.2: Compare individuals and groups who have shaped a significant historical change |

| 3rd | 4th Grade | 5th Grade |
|---|--|--|
| Perspectives SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region. | Perspectives SS.H.1.4: Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. | Historical Sources and Evidence SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. |
| Historical Sources and Evidence SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed. | Causation and Argumentation SS.H.3.4: Explain probable causes and effects of events and developments in Illinois history | Causation and Argumentation SS.H.3.5: Explain probable causes and effects of events and developments in U.S. history. |

| 6-8 Grade |
|---|
| SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time. |
| SS.H.4.6-8.LC: Explain multiple causes and effects of historical events. |
| SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts. |
| SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras. |
| SS.H.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created |
| SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past. |

Social Science Learning: High School

| Inquiry |
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| Constructing Essential Questions SS.IS.1.9-12: Address essential questions that reflect an enduring issue in the field. |
| Constructing Supporting Questions SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry. |

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| Determining Helpful Sources SS.IS.3.9-12: Develop new supporting and essential questions through investigation, collaboration, and using diverse sources. |
| Gathering and Evaluating Sources SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources. |
| Developing Claims and Using Evidence SS.IS.5.9-12: Identify evidence that draws information from multiple sources to revise or strengthen claims. |
| Communicating Conclusions SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information. |
| Critiquing Conclusions SS.IS.7.9-12. Articulate explanations and arguments to a targeted audience in diverse settings. |
| Taking Informed Action SS.IS.8.9-12. Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns. |
| Taking Informed Action SS.IS.9.9-12. Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school. |

| Civics |
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| SS.CV.1.9-12. Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system. |
| SS.CV.3.9-12. Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty. |
| SS.CV.4.9-12. Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights. |
| SS.CV.5.9-12. Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights. |
| SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests. |
| SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues. |
| SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences. |

| Economics |
|---|
| SS.EC.1.9-12: Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups. |
| SS.EC.4.9-12: Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies. |
| SS.EC.6.9-12: Use data and economic indicators to analyze past and current states of the economy and predict future trends. |
| SS.EC.7.9-12: Describe how government policies are influenced by and impact a variety of stakeholders. |
| SS.EC.8.9-12: Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living. |
| SS.EC.10.9-12: Explain how globalization trends and policies affect social, political, and economic conditions in different nations. |

| Financial Literacy |
|--|
| SS.EC.FL.2.9-12: Explain how to make informed financial decisions by collecting information, planning, and budgeting. |
| SS.EC.FL.3.9-12: Explain how time, interest rates, and inflation influence saving patterns over a lifetime. |

SS.EC.FL.4.9-12: Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest.

SS.EC.FL.5.9-12: Evaluate the risk and returns on diversified investments.

Geography

SS.G.1.9-12: Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.

SS.G.2.9-12: Use self collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.

SS.G.3.9-12: Analyze and explain how humans impact and interact with the environment and vice versa.

SS.G.4.9-12: Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.G.8.9-12: Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.

SS.G.9.9-12: Describe and explain the characteristics that constitute a particular culture.

SS.G.11.9-12: Explain how globalization impacts the cultural, political, economic, and environment characteristics of a place or region.

History

SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical context.

SS.H.2.9-12: Analyze change and continuity within and across historical eras.

SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically under represented groups.

SS.H.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.H.11.9-12: Analyze multiple and complex causes and effects of events in the past.

Anthropology

SS.Anth.1.9-12: Analyze the elements of culture and explain the factors that shape these elements differently around the world.

SS.Anth.1.9-13: Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.

SS.Anth.1.9-14: Explain why anthropologists study culture from a holistic perspective.

SS.Anth.4.9-12: Evaluate one's own cultural assumptions using anthropological concepts.

SS.Anth.5.9-12: Apply anthropological concepts and anthropological knowledge to a variety of everyday, real-world situations.

SS.Anth.6.9-12: Explain how local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

| Psychology |
|--|
| SS.Psy.1.9-12: Identify scientific methodologies utilized in psychological research. |
| SS.Psy.2.9-12: Evaluate the conclusions made by psychological research, including ethical concerns. |
| SS.Psy.3.9-12: Understand a variety of psychological perspectives and apply their concepts and theoretical ideas to the investigation of similarities and differences in behavior and mental processes. |
| SS.Psy.4.9-12: Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes. |
| SS.Psy.5.9-12: Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people. |
| SS.Psy.6.9-12: Identify and apply psychological thinking to personal and societal experiences and issues. |
| SS.Psy.7.9-12: Apply psychological knowledge to their daily lives. |
| SS.Psy.8.9-12: Use appropriate psychological terminology with reference to psychologists, their experiments, and theories in order to explain the possible causes of and impact on behavior and mental processes. |

| Sociology |
|---|
| SS.Soc.1.9-12: Identify and apply the sociological perspective and a variety of sociological theories. |
| SS.Soc.2.9-12: Analyze the impact of social structure, including culture, institutions, and societies. |
| SS.Soc.3.9-12: Hypothesize how primary agents of socialization influence the individual. |
| SS.Soc.4.9-12: Describe the impact of social relationships on the self, groups, and socialization processes |
| SS.Soc.5.9-12: Explain the social construction of self and groups and their impact on the life chances of individuals. |
| SS.Soc.6.9-12: Analyze the impact of stratification and inequality on groups and the individuals within them. |

Fine Arts Learning

Introduction

In light of the ways students have been, and continue to be, impacted by the global pandemic, remote learning in Spring 2020, and racial and social injustices that are being brought to light during this time, the following document lists suggested prioritization for the “The Arts” section of the Illinois Early Learning and Development Standards and the Illinois Fine Arts Learning Standards for the 2020-2021 academic year and beyond.

Process

The committee used the following questions in determining the prioritization of the standards within each art form:

- 1) Which Illinois Learning Standards represent the **most foundational knowledge, skills, and competencies** for *all* students?
- 2) Which Illinois Learning Standards are the most critical for **continued learning success** at subsequent grade levels?
- 3) Which Illinois Learning Standards are best suited for **interdisciplinary and/or project-based learning**?
- 4) Which Illinois Learning Standards depict the **knowledge, skills, and dispositions** we want all students to possess to successfully complete a given grade level or stage of their education?
- 5) What Illinois Learning Standards best support our students’ **social-emotional learning** at this time?

The final guiding question was added by this committee. We see the social-emotional learning of students as being the responsibility of all educators and believe that the arts provide a crucial catalyst for all components of student social-emotional growth. We find that in this time of trauma, on a national scale that has not been experienced for decades, our current students **need** the arts as a means of self-expression and a way to process any emotions they are experiencing at this time. Further, though it looks different now during a pandemic than it did before, we believe students **need** the opportunity to use the arts to communicate who they are, what they believe, and the experiences they are having to their peers and teachers. Beyond self-expression, we find that the arts provide students a means for social connection. This is desperately needed by our students in a world that is physically distanced for their own safety. As an emphasis is rightly put on our students' social-emotional learning in the 2020-2021 academic year, it is our hope that the virtual role the arts play in this will not be forgotten. Our students **need** the arts in their lives to not only survive the ways in which many of their lives have been upended, but to thrive.

Acknowledgement of the Importance of All the Arts Standards

Additionally, all of the Illinois Fine Arts Learning Standards and “The Arts” section of the Illinois Early Learning and Development Standards provide objectives for important and meaningful arts learning and development for students. Removing any one standard in the long term weakens a student’s learning experiences and ability to engage in the arts. However, we also realize that meeting all of the standards may not be possible. Teachers should strive to teach as many standards as possible while maintaining the integrity of each standard and accounting for their students’ current academic and social-emotional needs.

Differences in Teaching Situations

This prioritization is suggested with the knowledge that each teaching situation is unique and the resources available to each teacher and student can vary greatly. Teachers should take this as guidance only and use their professional judgement and district or site guidance as they plan learning and instruction.

Grade Level Divisions

For the purposes of these recommendations, we are considering elementary school to comprise Kindergarten through 5th Grade, middle school to comprise 6th Grade through 8th Grade, and high school to comprise 9th Grade through 12th Grade.

Commonalities Between the Artistic Disciplines

The four artistic processes of Creating, Performing/Presenting, Responding, and Connecting are common between the artistic disciplines. Additionally, the anchor standards underneath these processes are common between the artistic disciplines. They are as follows:

Creating

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work.

Anchor 3: Revise, refine, and complete artistic work.

Performing / Presenting

Anchor 4: Select, analyze, and interpret artistic work for presentation.

Anchor 5: Develop and refine artistic techniques and work for presentation

Anchor 6: Convey meaning through the presentation of artistic work.

Responding

Anchor 7: Perceive and analyze artistic work.

Anchor 8: Construct meaningful interpretations of artistic work.

Anchor 9: Apply criteria to evaluate artistic work.

Connecting

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

A Note About Supplies Specific to Arts Education

The committee would like to highlight that the ability to meet many of these standards in meaningful ways is dependent upon students having access to learning materials that they have regularly had access to in the classroom. As educators, we are relieved to see that issues of access to the internet and devices have largely been addressed. However, we are concerned that access to learning materials for the arts will be impacted in the 2020-2021 academic year and beyond significantly hindering student learning.

We see access to learning materials potentially being impacted by remote learning outside of the school building, as well as social distancing in school learning situations and the restrictions on sharing supplies between students. Below is a list of examples of instructional materials we have concerns about in the coming year. Please note that this list is **NOT** exhaustive.

Elementary Visual Art: Priority in group setting: In order to facilitate learning outcomes and meet students' SEL needs, set new safety procedures along with cleaning guidelines for shared supplies including art materials, tools, and classroom items such as sinks, chairs, or desks. It may be advisable for students to wear masks/gloves and equipment should be cleaned routinely. Priority supplies for hybrid/remote learning: #2 Pencils, crayons, markers, colored pencils, drawing paper, construction paper, scissors, glue, watercolors, paint brushes, and 3D medium. Highly recommended: Providing art kits (supply check-out), software, means to photograph for digital submission of artwork, and/or art supplies pick-up/drop off days for remote learning or hybrid models.

Elementary General Music: Small percussion instruments that are typically shared between students in many classes throughout the day, rhythm and melody manipulatives used for composition are typically shared between students in many classes throughout the day

Middle School Art: Priority in a group setting: Shared supplies such as pencils, markers, paint brushes, printmaking supplies, clay tools, supply drawers and sink handles may need to be touched only when wearing protective gloves. Wearing masks when accessing shared supplies that are wet or moist such as paints, inks, various glues and pastes, polymer and natural clays may reduce the potential spread of the virus. Highly recommended: Providing art kits or art supplies that remain at home for remote learning or hybrid models.

Middle School Instrumental Music: Priority: reeds, valve oil, slide oil, sheet music, instruments, rosins, bows. Highly recommended: method books, internet access and a device (for remote lessons and making/sending recordings), a musical assessment program (ex. Smart Music, Essential Elements Interactive), headphones.

Middle School Vocal Music: Priority: sheet music. Highly recommended: internet access and a device (for remote lessons and making/sending recordings), headphones.

High School Art: Priority to group settings: provide art materials and supplies in order to facilitate learning outcomes and new safety procedures and cleaning guidelines for art classrooms. For example, shared supplies such as pencils, markers, painting supplies, printmaking supplies, clay tools, photography equipment, and digital lab equipment should be routinely cleaned. It may be advisable to wear masks or goggles in

certain situations. Highly recommended: Providing art kits, cameras, software, or art supplies pick-up/drop off days for remote learning or hybrid models.

High School Instrumental Music: Priority: reeds, valve oil, slide oil, sheet music, instruments, rosins, bows. Highly recommended: method books, internet access and a device (for remote lessons and making/sending recordings), a musical assessment program (ex. Smart Music, Priority Elements Interactive), headphones

High School Vocal Music: Priority: sheet music. Highly recommended: internet access and a device (for remote lessons and making/sending recordings), headphones.

Early Childhood Arts Education

Introduction

Please look at the benchmarks and example performance descriptors in “The Arts” section of the Illinois Early Learning and Development Standards for additional information on what meeting these standards may look like in practice.

Early Childhood Arts Education Highest Priorities

| Highest Priorities | Guiding Question Alignment | Additional Information |
|---|--|--|
| <p>Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.</p> | <p>1. Which Illinois Learning Standards represent the most foundational knowledge, skills, and competencies for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for continued learning success at subsequent grade levels?</p> <p>5. What Illinois Learning Standards best support our students’ social/emotional learning at this time?</p> | <p>This standard develops a foundational understanding of and an active participation in music, and has great potential for social-emotional learning.</p> |
| <p>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</p> | <p>1. Which Illinois Learning Standards represent the most foundational knowledge, skills, and competencies for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for</p> | <p>This standard develops foundational musical skills and has great potential for social-emotional learning.</p> |

| | | |
|---|--|--|
| | <p>continued learning success at subsequent grade levels?</p> <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | |
| <p>Learning Standard 26.B Understand ways to express meaning through the arts.</p> | <p>1. Which Illinois Learning Standards represent the most foundational knowledge, skills, and competencies for <i>all</i> students?</p> <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | <p>This standard develops an essential relationship with music as a means of expression and has great potential for social-emotional learning.</p> |

Early Childhood Arts Education Secondary Priorities

| Secondary Priorities | Guiding Question Alignment | Additional Information |
|---|---|---|
| <p>Learning Standard 26.A Understand processes, traditional tools, and modern technologies used in the arts.</p> | <p>3. Which Illinois Learning Standards are best suited for interdisciplinary and/or project-based learning?</p> | <p>While not as foundational when compared to other standards, this standard has direct interdisciplinary connections.</p> |
| <p>Learning Standard 27.A Analyze how the arts function in history, society, and everyday life.</p> | <p>3. Which Illinois Learning Standards are best suited for interdisciplinary and/or project-based learning?</p> | <p>While not as foundational when compared to other standards, this standard has direct interdisciplinary connections.</p> <p>This standard has some potential for social-emotional learning.</p> |
| <p>Learning Standard 27.B Understand how the arts shape and reflect history, society, and everyday life.</p> | <p>3. Which Illinois Learning Standards are best suited for interdisciplinary and/or project-based learning?</p> | <p>While not as foundational when compared to other standards, this standard has direct interdisciplinary connections.</p> <p>This standard has some potential for social-emotional learning.</p> |

Visual Arts

Illinois Visual Art Educators have utilized the Illinois Learning Standards to provide a rich curriculum for students in our state. With these recommendations, we are not eliminating any standard that art educators can utilize, but, rather focusing on what is most foundational in these unprecedented times.

Our decisions were guided by our goals of increasing student engagement and growth, no matter the learning context. We also acknowledged that the social-emotional aspects of the student/teacher relationship is more relevant and of highest priority for student motivation during the disruption caused by COVID-19.

Highest Priority Visual Arts Standards K-12 (Anchor Standards 1, 2, 7, 9, 10) and rationale.

We selected key anchor standards to:

- Support meaningful student engagement and student growth in the Visual Arts
- Meet the social-emotional needs of students
- Successfully instruct in a variety of settings (on-line, hybrid, or in-person) and with available art supplies

| Elementary | Middle | High School |
|---|---|---|
| Creating <ul style="list-style-type: none"> ● Anchor 1 ● Anchor 2 Presenting <ul style="list-style-type: none"> ● Anchor 4* Responding <ul style="list-style-type: none"> ● Anchor 7 ● Anchor 9 Connecting <ul style="list-style-type: none"> ● Anchor 10 | Creating <ul style="list-style-type: none"> ● Anchor 1 ● Anchor 2 Presenting <ul style="list-style-type: none"> ● Anchor 6* Responding <ul style="list-style-type: none"> ● Anchor 7 ● Anchor 9 Connecting <ul style="list-style-type: none"> ● Anchor 10 ● Anchor 11* | Creating <ul style="list-style-type: none"> ● Anchor 1 ● Anchor 2 Presenting <ul style="list-style-type: none"> ● Anchor 6* Responding <ul style="list-style-type: none"> ● Anchor 7 ● Anchor 9 Connecting <ul style="list-style-type: none"> ● Anchor 10 ● Anchor 11* |

* The selection of different Presenting and Connecting Anchor Standards reflect developmental concerns and remote learning contexts.

| Highest Priorities | Guiding Question Alignment, Rationale, and Additional Information |
|---|---|
| Anchor Standard 1: Generate and conceptualize artistic ideas and work. | Represents the most foundational knowledge, skills, and competencies for <i>all</i> students. The most critical for continued learning success at subsequent grade levels. |

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| | <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> |
| <p>Anchor Standard 2: Organize and develop artistic ideas and work.</p> | <p>Represents the most foundational knowledge, skills, and competencies for <i>all</i> students.</p> <p>The most critical for continued learning success at subsequent grade levels.</p> <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> |
| <p>*Anchor Standard 4: (Elementary) Select, analyze, and interpret artistic work for presentation.</p> | <p>Represents the most foundational knowledge, skills, and competencies for <i>all</i> students.</p> <p>The most critical for continued learning success at subsequent grade levels.</p> <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> <p>Best suited to meet the needs of the elementary developmental stage, cross-curricular support, building knowledge/recall, basic understanding of artistic value, and artistic abilities.</p> |
| <p>*Anchor Standard 6: (Middle & High School) Convey meaning through the presentation of artistic work.</p> | <p>Represents the most foundational knowledge, skills, and competencies for <i>all</i> students.</p> <p>The most critical for continued learning success at subsequent grade levels.</p> |

| | |
|---|---|
| | <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> <p>Best suited to meet the needs of middle and high school developmental stages through expanded vocabulary, questioning, understanding, cultural relevance, discussion/listening, and artistic abilities</p> |
| <p>Anchor Standard 7: Perceive and analyze artistic work.</p> | <p>Represents the most foundational knowledge, skills, and competencies for <i>all</i> students.</p> <p>The most critical for continued learning success at subsequent grade levels.</p> <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> |
| <p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> | <p>Represents the most foundational knowledge, skills, and competencies for <i>all</i> students.</p> <p>The most critical for continued learning success at subsequent grade levels.</p> <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> |
| <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> | <p>Represents the most foundational knowledge, skills, and competencies for <i>all</i> students.</p> |

| | |
|--|--|
| | <p>The most critical for continued learning success at subsequent grade levels.</p> <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> |
| <p>*Anchor Standard 11: (Middle & High School) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> | <p>Represents the most foundational knowledge, skills, and competencies for <i>all</i> students.</p> <p>The most critical for continued learning success at subsequent grade levels.</p> <p>Best suited for interdisciplinary and/or project-based learning.</p> <p>Depicts the knowledge, skills, and dispositions we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' social/emotional learning at this time.</p> <p>Best suited to meet the needs of middle and high school developmental stages through expanded vocabulary, questioning, understanding, cultural relevance, discussion/listening, and artistic abilities</p> |

These Visual Arts Standards that may be more difficult during remote learning and rationale:

Anchor Standard 3: Revise, refine, and complete artistic work. *Rationale: Though teachers will continue to stress revising, refining and completion of all artwork, teachers are not able to intervene at critical moments while students are working remotely. Feedback is often used as a springboard for growth in the next assignment. However, as students work remotely, it is more challenging to provide real time feedback or model how artists revise in most remote settings.*

Anchor Standard 5: Develop and refine artistic techniques and work for presentation. *Rationale: Timely and critical feedback could prove difficult in a remote learning environment. In person instruction is more effective for refining techniques. Most art shows and gallery presentations have moved into a digital format and rely on teacher facilitation rather than student decision-making.*

Anchor Standard 8: Construct meaningful interpretations of artistic work. *Rationale: Less opportunity or an inability to facilitate a group setting for an open and constructive dialogue about specific artists and works of*

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art. Students and teachers will need to find new ways to manage discussions in an on-line setting that is safe, constructive, and sophisticated.

Elementary General Music

Introduction

This prioritization is suggested with the knowledge that each teaching situation is unique and the resources available to each teacher and student can vary greatly. From technology to individual music kits - no two teaching and learning situations will be the same. Teachers should take this as guidance only and use their professional judgement and district guidance as they plan instruction.

Standards are currently prioritized so that the highest tier includes elements of Creating, Performing, Responding, and Connecting. The second tier of prioritization also includes elements of Creating, Performing, Responding, and Connecting. The lowest tier of prioritization includes elements of Creating, Performing, and Responding. Even if teachers focus solely on the first tier of prioritization they will provide learning experiences for students in all four areas.

Please look at the Music Standards portion of the Illinois Arts Learning Standards for more detailed descriptions of what meeting these standards may look like in practice at each grade level.

Elementary General Music Education Highest Priorities

| Highest Priorities | Guiding Question Alignment | Additional Information |
|--|--|---|
| <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> | <p>1. Which Illinois Learning Standards represent the most foundational knowledge, skills, and competencies for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for continued learning success at subsequent grade levels?</p> <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | <p>This standard develops a foundational musical skill and has the potential for social-emotional learning.</p> |
| <p>Performing Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> | <p>1. Which Illinois Learning Standards represent the most foundational knowledge, skills, and competencies for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for continued learning success at subsequent grade levels?</p> | <p>This standard develops foundational musical knowledge and has great potential for social-emotional learning.</p> |

| | | |
|--|--|---|
| | 5. What Illinois Learning Standards best support our students' social/emotional learning at this time? | |
| <p>Responding Anchor Standard 9: Apply criteria to evaluate artistic work.</p> | <p>1. Which Illinois Learning Standards represent the most foundational knowledge, skills, and competencies for <i>all</i> students?</p> <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | <p>This standard develops a foundational musical skill and has great potential for social-emotional learning.</p> |
| <p>Connecting Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> | <p>1. Which Illinois Learning Standards represent the most Foundational knowledge, skills, and competencies for <i>all</i> students?</p> <p>3. Which Illinois Learning Standards are best suited for interdisciplinary and/or project-based learning?</p> <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | <p>This standard develops foundational musical knowledge, has potential for social-emotional learning, and helps students gain a global understanding and perspective needed by today's learners.</p> |

Elementary General Music Education Secondary Priorities

| Secondary Priorities | Guiding Question Alignment | Additional Information |
|--|--|--|
| <p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p> | | <p>This standard is not as foundational as Anchor Standard 1.</p> |
| <p>Performing Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> | <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | <p>For the foreseeable future "audience" will not be what audiences have been in the past. This can be reframed to include</p> |

| | | |
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| | | <p>performing on a recording, over a video conference, or for family at home.</p> <p>This standard has potential for social-emotional learning.</p> |
| <p>Responding Anchor Standard 7: Perceive and analyze artistic work.</p> | | <p>The ability to do this well will likely be impacted by socially distant learning environments and/or remote learning.</p> |
| <p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> | <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | <p>This is likely to be less accessible to students than Anchor Standard 11 and therefore is a lower priority.</p> <p>This standard has potential for social-emotional learning.</p> |

Elementary General Music Education Lowest Priorities

| Lowest Priorities for 2020-2021 | Guiding Question Alignment | Additional Information |
|--|--|--|
| <p>Creating Anchor Standard 3: Revise, refine, and complete artistic work.</p> | | <p>The ability to do this well is significantly impacted by socially distant learning environments and/or remote learning.</p> |
| <p>Performing Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> | | <p>The ability to do this well is significantly impacted by socially distant learning environments and/or remote learning.</p> |
| <p>Responding Anchor Standard 8: Construct meaningful interpretations of artistic work.</p> | <p>5. What Illinois Learning Standards best support our students' social/emotional learning at this time?</p> | <p>The ability to do this well is significantly impacted by socially distant learning environments and/or remote learning, particularly when reflecting on the performance of another and not that of the student.</p> <p>This standard has potential for social-emotional learning.</p> |

Middle School and High School Instrumental Music

For instrumental music students, anchor standards 5, 6, 8, 10 are the most important. (5) Develop and refine artistic techniques for presentation, (6) Convey meaning through the presentation of artistic work, (8) Construct meaningful interpretations of artistic work, (10) Synthesize and relate knowledge and personal experiences to make art.

Rationale: At a baseline level, it is important that students first learn HOW to produce sound and read notation to direct that sound. Those skills are covered under the *performance* category (Anchor Standards 4, 5, 6). Students must first know how to produce the art form before they can begin to make other connections with their art, and it is the most fundamental skill that is needed for continuation into high school. Standards 8 and 10 are important emotionally for students, and provide the means for musicians to experience an emotional outlet through their art.

There are also different types of music classes at the 6th-12th grade levels. Some classes are ensemble based (Band, jazz band, pep band, choir, show choir, acapella choir, orchestra, marching band, rock band, etc.), and some are not ensemble based. Ensemble based classes typically are required to put on concerts, and the bare minimum, these classes *must* naturally cover the performance domain and focus on the fundamentals of music notation reading and tone production both individually and within an ensemble. The performance domain is the absolute basic requirement for successfully putting on a presentation to an audience. All ensembles should dig deeper than simply performing, and ensemble directors are encouraged to dig deeper into the art form to unlock emotion, feeding the social/emotional needs of the students. Therefore, Standards 8 and 10 are also vital to classroom ensembles.

Music ensemble participation is a spiraling and scaffolded process, and students are typically in the classes for multiple years. It is encouraged that, in subsequent years in the ensembles, students once again participate in learning activities from the other standards.

Middle School and High School Vocal Music

For vocal music students, anchor standards 5, 6, 8, 10 are the most important. (5) Develop and refine artistic techniques for presentation, (6) Convey meaning through the presentation of artistic work, (8) Construct meaningful interpretations of artistic work, (10) Synthesize and relate knowledge and personal experiences to make art.

Rationale: At the Middle School level the techniques of music production are covered with the standards in the *performance* category (4, 5, 6). Students must learn the basic techniques of how to produce the art form before they can begin to make other connections with their art, and 10 are important emotionally for students, and provide the means for musicians to experience an emotional outlet through their art.

There are also different types of music classes at the 6th-12th grade levels. Some classes are ensemble based (Band, jazz band, pep band, choir, show choir, acapella choir, jazz choir, madrigals, orchestra, marching band, rock band, etc.), and some are not ensemble based. Ensemble based classes typically are required to put on concerts, and the bare minimum, these classes *must* naturally cover the performance domain and focus on the

fundamentals of music notation reading and tone production both individually and within an ensemble. The performance domain is the absolute basic requirement for successfully putting on a presentation to an audience. All ensembles should dig deeper than simply performing, and ensemble directors are encouraged to dig deeper into the art form to unlock emotion, feeding the social/emotional needs of the students. Therefore, Standards 8 and 10 are also vital to classroom ensembles.

Music ensemble participation is a spiraling and scaffolded process, and students are typically in the classes for multiple years. It is encouraged that, in subsequent years in the ensembles, students once again participate in learning activities from the other standards.

Middle School and High School Non-Performance Courses

There are many music classes in middle school and high school that *aren't* ensemble based. For instance, music theory, music history, music appreciation, general music, history of jazz, history of rock, and careers in music. These courses require different core standards than the traditional ensemble classes.

Music Theory

In a music theory class, the primary focus is on the structure and design of musical compositions. The most fundamental standards are anchor standards 1, 2 (composing), and at higher levels, 3. At a secondary level, we should include anchor Standard 11.

Appreciation and General Music Style Courses

These courses are heavy in the “responding” domain, therefore the “Priority Standards” are:

Primarily: Anchor Standards 7 and 8

Secondary: Anchor Standards 9 and 11

Theater

Guiding Questions:

1. Which Illinois Learning Standards represent the **most foundational knowledge, skills, and competencies** for *all* students?

Creating:

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work.

2. Which Illinois Learning Standards are the most critical for **continued learning success** at subsequent grade levels?

Performing:

Anchor 6: Convey meaning through the presentation of artistic work.

Responding:

Anchor 7: Perceive and analyze artistic work.

Anchor 9: Apply criteria to evaluate artistic work.

3. Which Illinois Learning Standards are best suited for **interdisciplinary and/or project-based learning**?

Connecting:

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

4. Which Illinois Learning Standards depict the **knowledge, skills, and dispositions** we want all students to possess to successfully complete a given grade level or stage of their education?

Creating:

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work.

Performing:

Anchor 6: Convey meaning through the presentation of artistic work.

5. What Illinois Learning Standards best support our students' **social/emotional learning** at this time?

Connecting:

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

Remote Learning or Social Distance Learning Suggestions (All Grades)

Theater

Creating:

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work

Performing:

Anchor 6: Convey meaning through the presentation of artistic work.

Responding:

Anchor 7: Perceive and analyze artistic work.

Anchor 9: Apply criteria to evaluate artistic work.

Connecting:

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

In theater, before students can perform a piece, they must first go through the process of learning and examining the skills of theater. Therefore, the skills of Creating and Connecting should be emphasized before Performing. During remote learning or social distance learning, creativity is an important skill for both foundation knowledge and social/emotional learning.

For the Standard of Creating, Anchor 1: Generate and conceptualize artistic ideas and work, and Anchor 2: Organize and develop artistic ideas and work, should have more emphasis. These skills are the building blocks of performance. Students must have time to be creative. This allows students to gain the basics of theater while using imagination and creativity drawn from their own lives to create art. This goes hand in hand with the standard, Connecting, Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

Due to COVID and other issues, these may be troubling times for students, and creating in theater is one outlet for a student to come to terms with his/her feelings.

While Performing and sharing one's art is an ultimate goal of Theater, during remote learning or social distance learning, Anchor 6: Convey meaning through the presentation of artistic work, may prove difficult. Due to lack of ability to collaborate in large groups, it will be difficult to perform major pieces, thus small works should be considered.

During remote learning or social distance learning, the standard, Responding, Anchor 7: Perceive and analyze artistic work, and Anchor 9: Apply criteria to evaluate artistic work should take an active role. There are many great pieces that students can observe to gain insight to the art of theater, including their own classmates. By observing these works, and analyzing the works, students can begin to formulate how to create their own work of art.

Media Arts

Preface

It is critical that districts which include Media Arts as regularly-offered curriculum in course catalogs survey **all** enrolled pupils as soon as practical regarding off-campus access to hardware, software & supplies necessary for replicating the classroom/lab experiences in the off-campus (home) setting.

Pupils/districts who are unable to provide this off-campus replication must heavily prioritize on-campus attendance days and supportive scheduling to fulfill lab assignments.

CREATING

AS1 (Concepts for Ideas & Works)

CONCEIVE

PK-5

Tools, Methods, Results.
Brainstorm, Goal-set.
Traditional Execution.
Instructor & Peer Critiques.

6-8

Review previous Tools, Methods, Results.
Brainstorm, Goal-set.
Experimental Execution.
Instructor & Peer Critiques.

9-12

Review previous Tools, Methods, Results.
Problem-solving & Aesthetics.
Brainstorm, Goal-set.
Traditional Execution.
Instructor & Peer Critiques.

AS2 (Organize & Develop Ideas & Works)

DEVELOP

PK-5

Best Ideas to Plans, Models.
Goal-set & Audience-target.
Traditional & Experimental Incorporation.

6-8

Pre-production Targeting Multi-level Intent.
Impact of Toolset on Intent.

9-12

Public & Personal Aesthetics.

AS3 (Revise, Refine & Complete)

CONSTRUCT

PK-5

Expression & Meaning.
Pattern & Repetition.
Goal-setting.
Demo. Elements.
Alter & Clarify Elements as needed.

6-8

Identify Various Principles.
Tie Principles to Target Audiences.

9-12

Define Various Principles.
Tie Principles to Target Audiences.

PRODUCING

AS4 (Select, Analyze & Interpret)

INTEGRATE

PK-5

Experiment w/Multimedia Combos.
Tie Multimedia Combos to Target Audiences.

6-8

(Increase PK-5 Complexity.)

9-12

Target Audiences through Multimedia Combos.

AS5 (Develop & Refine)

PRACTICE

PK-5

Skillsets & Tools.
Explore Roles.
Experimentation.

6-8

Demo. Solo & Collaborative Skills.
Standard & Experimental Tools.

9-12

Mastery of Skills, Tool Combos.
Address Inquiry & Solution.

AS6 (Convey Meaning)

PRESENT

PK-5

Presentation Formats, Roles & Reactions.
Critique Presentations.

6-8

Critique Formats.

9-12

Curate, Improve, Promote Formats.

RESPONDING

AS7 (Perceive, Analyze Components' Impact on Audience Experiences)

PERCEIVE

PK-5

Guided discussions of components, messages & experiences.
Style's impact & differentiation on messaging.

6-8

Style's effect on experience, personal preferences & meaning.

9-12

Analyze components, meaning, persuasion, multimodal models, feedback & persuasion.

AS8 (Meaningful Interpretations)

INTERPRET

PK-5

How context affects purpose, reaction & interpretation.
Compare personal vs. group interpretations of works.

6-8

Use criteria to interpret & evaluate works.

9-12

Interpret works through personal, cultural, societal & historic context or bias.

AS9 (Criteria-based Evaluation)

EVALUATE

PK-5

(Same as previous 6-8.)

6-8

Apply relevant criteria for constructive feedback.

9-12

Evaluate through context, goals & stages.
apply defensible critiques.

CONNECT

AS10 (Synthesize & Relate Personal Knowledge, Experiences)

SYNTHESIZE

PK-5

Use experience & external resources to distill meaning & purpose.

6-8

Use internal & external resources and exemplary works to explore cultural experiences.

9-12

Gain new connections through the internet, local & global networks.

AS11 (Relate Ideas & Works with Societal, Cultural, Historical Context to Deepen Understanding)

RELATE

PK-5

Works reflecting everyday values, family, friends & community.

6-8

Works distributed through social media & virtual worlds.

9-12

Works reflecting social trends, power, equality & social identity.
Works representing copyright, ethics, fair use & media literacy.

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Fine Arts Learning

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