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"Educating Georgia's Future"

Extended Content Standards: A Support Resource for the Georgia Alternate Assessment

English Language Arts, Mathematics,
Science, and Social Studies

Elementary School

2016-2017

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Georgia educators with expertise in teaching students with significant cognitive disabilities representing 14 districts across the state

Background

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state's content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics and the Georgia Performance Standards (GPS) in Science and Social Studies, for use during the 2016-2017 school year.

Purpose of the Extended Content Standards Resource Guide

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state's content standards and their related indicators/elements. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet, the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or "extended") from the grade level standard. Each extension is an entry point that allows educators to teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia Educators who work with students with significant

disabilities worked toward developing extensions for content standards that appear on the GAA Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and plan for student assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, instructional strategies, and assessment guidelines to appropriately instruct and assess each student. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score for a student's GAA set of entries that comprise a portfolio.

Overview of Extended Content Standards

The extended content standards provided in this resource incorporate the description of specific skills listed in levels. Each specific skill begins with a verb, called directional vocabulary. The directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest level of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to

the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. Students can learn various concepts related to a standard when multiple skills within a single level are instructed. Concepts within a standard can also be shown as a continuum when skills connect across the levels. Students can learn concepts which will lead to an understanding closer to meeting the standard as written when skills move from less to more complex.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Less Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

Utilizing Extended Content Standards

Utilizing the Extended Content Standards Resource for Instruction

The extended content standards within this resource are appropriate for assisting educators in identifying skills to be instructed within *any* standard that is a part of the student's overall educational program. As part of the educational program, more than one skill within a standard/element may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

Utilizing the Extended Content Standards Resource for Assessment

The GAA allows teachers to choose specific skills, aligned to the general education standards and listed on the GAA Blueprint, for which evidence of student learning will be provided. The extended content standards within this resource are intended to be a support for teachers as they identify those specific skills. There are, however, three important caveats to the use of this resource as teachers identify specific skills. **First, the use of the extended content standards that comprise this resource is not required when developing a GAA portfolio.** Teachers may choose to utilize these extensions, previously developed materials, or identify aligned student skills independently when beginning the assessment process. **Second, identification and use of a skill listed within this resource does not ensure a scorable GAA portfolio entry.** Teachers and administrators must continue to follow guidelines for identification, documentation and submission of aligned and appropriate skills within a GAA portfolio. **Third, the utilization of skills within a specific level neither precludes nor ensures a student will receive a certain score point within a portfolio entry.** Students with the most significant disabilities who show reasonable or exceptional progress within skills listed in the Least Complex level can obtain a level of Established or Extending within an entry. Likewise, a student who shows little progress in a skill listed in the Most Complex level may obtain an Emerging level.

When using this resource, it is important to remember that consistency of skill must be maintained across all pieces of evidence within an entry. While a student may receive instruction on a variety of skills within a standard, evidence of learning related to a single skill across both collection periods is the focus for the GAA. Evidence may be expanded to include other skills that are aligned to the standard or are part of the continuum to meeting the standard as the student increases knowledge and expertise. However, all pieces of evidence must show student work related to a single aligned skill.

The ultimate goal for assessment is for the student to independently utilize the aligned skill identified within the evidence. For some students, independence in a skill may not be attainable within the time period of GAA evidence collection. For these students, a decrease in the type and amount of prompting or cueing needed to lead to a correct response should be shown.

Identifying Current and Possible Future Student Skills

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and rate at which new skills become a part of the student's overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

Implicit Understandings

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports

which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

Additional Considerations

Additional Considerations for Language Extended Content Standards

The Language Extended Content Standards are related to the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text. The adaptation of text and the method through which students can show understanding can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Reading Foundations and Reading Extended Content Standards

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text; informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

Additional Considerations for Writing Extended Content Standards

The Writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The Writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative. For students in grades 3 – 8 and high school, Writing standards include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. Skills listed for these indicators are aligned unless the student's writing is incorporated into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

Additional Considerations for Speaking/Listening Extended Content Standards

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. To complete these standards/elements, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals. As the skills move from Least to Most Complex, students can also utilize communication skills in different activities and/or environments.

Additional Considerations for Mathematics Extended Content Standards

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

Additional Considerations for Science and Social Studies Extended Content Standards

The extended content standards provided for Science and Social Studies are a cross-section of Georgia Performance Standards available for assessment via the GAA. These standards were targeted for extensions due to their overall relevance for students with significant disabilities. However, all standards/elements listed in the GAA blueprint are available for inclusion within an individual student's portfolio for these content areas. The provision of an extended content standard in Science and Social Studies **does not imply** that only those standards/elements extended are appropriate for this group of students, available for assessment, or will be scored within a portfolio.

Understanding the Format of the Extended Content Standards

A sample of the extended content standards are presented on the next three pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator/Element Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the samples.

Understanding the Format of Extended Content Standards

Grade, Subject Area, Domain		Standard Description			
Grade 5: ELA: Writing (W)					
Standard Abbreviation	ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.			
Indicator/Element Letter	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.			
Level	Least complex			Most complex	
Implementation Text (Not always present; specific for subject area/skill)	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Respond differentially to an object or statement which provides an introduction.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Identify a statement/sentence which introduces a topic or text.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Create an organizational structure showing the introduction, an opinion, and one statement related to ideas which support the opinion.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i></p> <p>Create an organizational structure which organizes the introduction, one or more opinions, and one reason for each opinion.</p>	Implementation Text (Not always present; specific for subject area/skill)
Extended Content Standards	<p>Communicate a response which provides an introduction.</p> <p>Touch or manipulate material which provides an introduction.</p>	<p>Identify a statement/sentence which provides an opinion on the topic or text.</p>	<p>Complete a statement/sentence which introduces a topic or text.</p> <p>Complete a sentence which provides an opinion on a topic or text.</p> <p>Identify the most appropriate sentence to introduce and/or state an opinion.</p>	<p>Develop a sentence(s) to introduce a topic or text.</p> <p>Develop one or more sentences which provide an opinion.</p> <p>Identify sentences which introduce and/or state an opinion from a variety of options (e.g., introduction, opinion, reasons).</p>	Extended Content Standards

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Footer ➤ Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Understanding the Format of Extended Content Standards

Grade, Subject Area, Domain
 Standard Abbreviation
 Indicator/Element Letter
 Level

High School : Coordinate Algebra: Algebra (Includes Number and Quantity)

Standard Description

MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, and exponential functions (integer inputs only).

Least complex ← → Most complex

Indicator/Element Description Level

Extended Content Standards

Respond differentially to materials representing a variable from a number sentence.	Create an equation with objects, pictures, symbols and/or numbers that represents a real world problem. (e.g., Four people (represented with pictures) want to go to the baseball game. They have two tickets (represented with raffle tickets). How many more tickets do they need to buy? $2 + x = 4$).	Complete an equation with one variable that represents a real world problem (e.g., Ava needs to earn \$70 to afford a Bluetooth speaker she wants. She has \$40 dollars saved, how much more does she need? $____ + x = 70$).	Create an equation with one variable and use it to solve a real world problem (e.g., Ava needs to earn \$79.99 to afford a Bluetooth speaker she wants. She has \$38 dollars saved, how much more does she need? $____ + x = ____$).
	Solve an equation representing a real world problem with objects, pictures, symbols, and/or numbers.	Complete an inequality with one variable that represents a real world problem (e.g., Carlos needs to earn at least \$80 to afford a hotel room for one night. He earns \$9 an hour. How many hours must he work? $____ x \geq 80$ Carlos must work at least $____$ hours.).	Create an inequality with one variable and use it to solve a real world problem (e.g., Carlos needs to earn at least \$80 to afford a hotel room for one night. He earns \$9 an hour. How many hours must he work? $____ x \geq ____$ Carlos must work at least $____$ hours.).

Math-specific Definitions

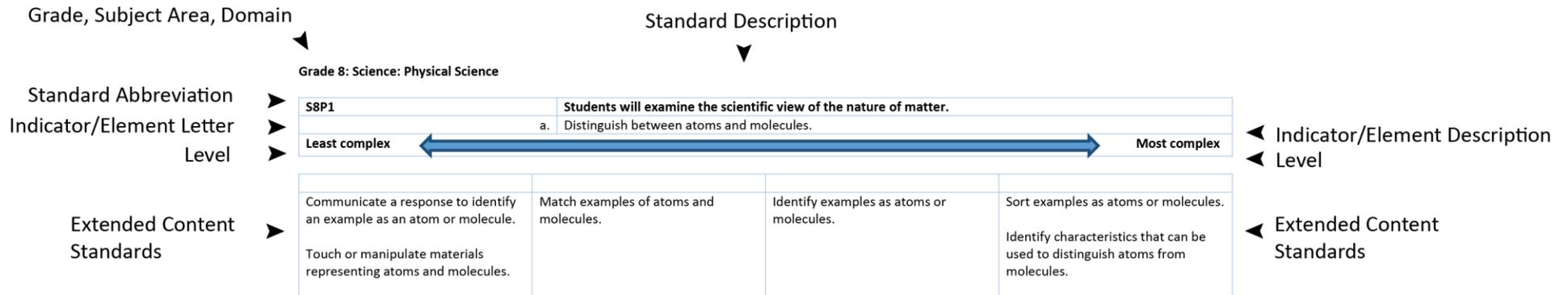
Definition: Equation is a number sentence that contains an equals symbol.

Footer

Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Understanding the Format of Extended Content Standards



Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student's cognitive, sensory, and/or physical needs.

Footer ➤ Skills listed are to be utilized in activities in conjunction with identified characteristics of Science.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
 - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
 - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
 - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Element** is the sub skill related to a standard within Georgia Performance Standards. Elements are currently a part of the Science and Social Studies Extended Content Standards.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified components, at a slower

pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
 - the student utilizing a preferred and consistent mode of communication;
 - the student utilizing the skill in different environments and/or with different people;
 - the student utilizing adapted materials to assist in the production of a written product;
 - the writing of the student being utilized within a complete written text.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refer to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refer to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted to complexity, format, and/or presentation to meet the needs of the student. In addition,

materials can reflect a real-world application so that the content and skill becomes more relevant to the student.

- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:
 - **Consistent Eye Gaze** in which a student maintains a look at materials/picture communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
 - **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
 - Sign language;
 - Speech;
 - **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refers to materials which reflect activities or a utilization of skill which would be required outside of the classroom or school.
- **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
- **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards include:
 - **Informational text** which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
 - **Literary text** which is fictional and includes dramas, poems, and stories.
- **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

Kindergarten: English/Language Arts and Mathematics

Grade K: ELA: Language (L)

ELAGSEK.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a.	Print many upper- and lowercase letters.
Least complex	Most complex

	Match written uppercase letters.	Match written uppercase letters with lowercase letters.	Utilize various formats to develop written letters/words (e.g., keyboard/computer, stamps).
	Match written lowercase letters.		

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.
Least complex	Most complex

	Repeat plural nouns during language activities.	Complete the word with a plural /s/ or /es/ during language activities.	State the plural form of familiar nouns in language activities.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
f.	Produce and expand complete sentences in shared language activities.
Least complex	Most complex

Communicate a sentence during a shared language activity.	Produce a sentence with a noun and a verb during a shared language activity (e.g., when asked who would like to help in an activity, respond with "I would.").	Produce a sentence with a subject and predicate during a shared language activity (e.g., when asked who would like to help in an activity, respond with "I want to help.").	Produce a sentence with multiple parts, including descriptors during a shared language activity.
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	a. Capitalize the first word in a sentence and the pronoun I.		
Least complex			Most complex
	Identify capital letters in a sentence.	Identify the first letter in the first word in a sentence. Identify the pronoun "I" in a sentence.	Substitute a capital letter for a lowercase first letter in the first word in a sentence. Substitute a capital "I" for a lowercase "i" when used as a pronoun.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	b. Recognize and name end punctuation.		
Least complex			Most complex
	Touch or highlight the end punctuation in a given sentence.	Match sentences with similar end punctuation.	Identify named punctuation (e.g., give the “?” when asked to find the question mark).

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Least complex	Most complex

	Match letters to spell a word (e.g., put b, d, e in order when shown the picture of a bed and the word bed).	Substitute letters to form new words (e.g., given “bed” and a picture of a bed and the color red, substitute “r” for “b” to make “red”).	Complete a word using sound-letter relationships (e.g., given “ed”, and letters b and r, add b when shown the picture of a bed, and r when shown the color red).
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.4	With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).
Least complex	
	Most complex

	Find a picture/symbol when given a familiar word.	Identify whether a familiar word is being used in a new way (e.g., identify that the rock we find on the ground is not the same as when we rock from side to side).	Match picture/symbol to multiple meaning words in context (e.g., find the picture of the roll on a plate when the story calls for food and the picture of a child rolling on the ground when the story calls for stop/drop/roll).
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
	c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
Least complex	Most complex

	Match symbol/picture of item with the given word.	Find concrete examples of given words in the classroom (e.g., find something blue in the classroom).	Find concrete examples of given objects and descriptors in the classroom or school (e.g., find the classmates who have on a blue shirt).
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Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Language (L)

ELAGSEK.L.6		Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Least complex		Most complex	
Communicate given words/phrases related to conversations, reading activities, and texts.	Utilize a given word/phrase within a conversation.	Use a repeated word or phrase at appropriate times within an activity.	Complete a phrase related to a text or conversation within an activity.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Foundational (RF)

ELAGSEK.RF.1	Demonstrate understanding of the organization and basic features of print.
	d. Recognize and name all upper- and lowercase letters of the alphabet.
Least complex	Most complex

Communicate the name of the uppercase or lowercase letter when given the name and shown the letter.	Choose uppercase letter when given the name of a letter. Choose lowercase letter when given the name of a letter.	Choose upper- and lowercase letter when given the name of a letter.	Name letters in familiar words (e.g., names, common nouns).
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Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Foundational (RF)

ELAGSEK.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a.	Recognize and produce rhyming words.
Least complex	Most complex

	Identify whether two words have the same ending sound (e.g., bed and red have the same ending sound, but bed and book do not).	Match written words that have the same ending.	Identify the ending sound which makes two words rhyme (e.g., “it” in fit and sit).
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Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Informational (RI)

ELAGSEK.RI.1	With prompting and support, ask and answer questions about key details in a text.
Least complex	Most complex

<p>Respond differentially to answer a question about an informational text.</p> <p>Communicate a response to answer a question about an informational text.</p> <p>Touch or manipulate materials representing an informational text as a response to a question.</p> <p>Identify material related to an informational text.</p>	<p>Identify one or more details from an informational text.</p>	<p>Answer a basic question about an informational text (e.g., who, what, or where).</p>	<p>Answer more than one basic question about an informational text (e.g., who, what, and/or where).</p> <p>Produce a question about a text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Informational (RI)

ELAGSEK.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			
Least complex				Most complex
Communicate a response giving the answer to a question about the connection between an individual, event, idea or piece of information in an informational text.	Identify individuals, events, ideas or pieces of information found in an informational text.	Match connected details within an informational text (e.g., match character to an event, idea to a fact).	Identify the connection between presented details in an informational text.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Informational (RI)

ELAGSEK.RI.4	With prompting and support, ask and answer questions about unknown words in a text.
Least complex	Most complex

Communicate a response stating a new/unknown word within an informational text. Touch or manipulate materials representing new/unknown words within an informational text.	Locate given words within an informational text.	Locate unknown words within an informational text.	Identify a sentence, phrase, or illustration giving the meaning of an unknown word within an informational text.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Informational (RI)

ELAGSEK.RI.7	With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).			
Least complex				Most complex
	Match a given illustration to one found within an informational text.	Locate an illustration within an informational text which depicts a key aspect from the text.	Match an illustration from an informational text to a statement/sentence from the text.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Informational (RI)

ELAGSEK.RI.10		Actively engage in group reading of informational text with purpose and understanding.	
Least complex		Most complex	
<p>Respond differentially to participate in the group reading of an informational text.</p> <p>Communicate a response when given the opportunity to participate in the group reading of an informational text.</p> <p>Touch or manipulate materials representing a key fact or detail needed to participate in the group reading of an informational text.</p>	<p>Provide an answer about an informational text during a group reading of the text.</p>	<p>Provide more than one answer about an informational text during a group reading of the text.</p> <p>Provide a statement/repeated line related to an informational text at the appropriate time within a group reading activity.</p>	<p>Provide multiple answers, statements, or repeated lines related to the informational text at the appropriate time within a group reading activity.</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.1	With prompting and support, ask and answer questions about key details in a text.
Least complex	Most complex

<p>Respond differentially to answer a question about a literary text.</p> <p>Communicate a response to answer a question about a literary text.</p> <p>Touch or manipulate materials to answer a question about a literary text.</p> <p>Identify material related to a literary text.</p>	<p>Identify one or more details from a literary text.</p>	<p>Answer a basic question about a literary text (e.g., who, what, or where).</p>	<p>Answer more than one basic question about a literary (e.g., who, what, and/or where).</p> <p>Produce a question about a text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.2		With prompting and support, retell familiar stories, including key details.	
Least complex		Most complex	
Communicate a response when asked to retell a part of a story. Touch or manipulate materials representing a key detail when asked to retell a story.	Identify one key detail about a familiar story.	Identify the beginning and end of a familiar story.	Sequence statements and/or illustrations related to the beginning, key detail(s), and end of a familiar story.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.3	With prompting and support, identify characters, settings, and major events in a story.
Least complex	Most complex

Respond differentially to identify a character, setting, or event in a story.	Identify a single character, setting, or event in a story.	Identify more than one character, setting, or event in a story.	Identify more than one character, setting, and event in a story.
Communicate a response to identify a character, setting, or event in a story.			
Touch or manipulate materials to identify a character, setting, or event in a story.			

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.4	With prompting and support, ask and answer questions about unknown words in a text.
Least complex	Most complex

Communicate a response stating a new/unknown word within a literary text. Touch or manipulate materials representing new/unknown words within a literary text.	Locate given words within a literary text.	Locate unknown words within a literary text.	Identify a sentence, phrase, or illustration giving the meaning of an unknown word within a literary text.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.5		Recognize common types of texts (e.g., storybooks, poems).	
Least complex		Most complex	
Communicate a response stating a characteristic of common types of texts (e.g., illustrations, sentence, rhyme, or rhythm).	Locate a characteristic of a text within a given literary text (e.g., locate a paragraph within a storybook).	Identify whether a given literary text has a specific feature (e.g., does the text have sentences and paragraphs?).	Match characteristics to type of literary text (e.g., examples of stanza, rhythm, and rhyme to poem).

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.7	With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).			
Least complex				Most complex
	Match a given illustration to one found within a literary text.	Locate an illustration within a literary text which depicts a key aspect (e.g., character, setting, or event).	Match an illustration from a literary text to a statement/sentence about a character, setting, or event from the text.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
Least complex			Most complex
	<p>Identify characters from two or more familiar literary stories.</p> <p>Match a character from a literary story with an adventure or experience (e.g., match Little Red Riding Hood with the cabin in the woods).</p>	<p>Match statements about adventures/ experiences to characters from at least two familiar literary stories.</p> <p>Identify characters from a literary story based upon a given action (e.g., which character did something funny, which character did something scary).</p>	<p>Sort statements about adventures and experiences of characters from at least two familiar literary stories.</p> <p>Identify the similarities or differences in the actions of two characters from a literary story (e.g., this character did something to help a friend, this character did not help).</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Reading Literary (RL)

ELAGSEK.RL.10		Actively engage in group reading activities with purpose and understanding.	
Least complex		Most complex	
<p>Respond differentially to participate in the group reading of a literary text.</p> <p>Communicate a response to participate in the group reading of a literary text.</p> <p>Touch or manipulate materials representing a character, setting, or event when given the opportunity to participate in the group reading of a literary text.</p>	<p>Provide an answer about a literary text during a group reading of the text.</p>	<p>Provide more than one answer about a literary text during a group reading of the text.</p> <p>Provide a statement/repeated line related to the literary text at the appropriate time within a group reading activity.</p>	<p>Provide multiple answers, statements, or repeated lines related to the literary text at the appropriate time within a group reading activity.</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Writing (W)

ELAGSEK.W.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...).
Least complex	
Most complex	

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written opinion piece about a topic or book:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in a written opinion piece about a topic or book:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in a written opinion piece about a topic or book:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized a written opinion piece about a topic or book:</i>
<p>Respond differentially to an object, picture, or statement which will tell a reader the topic or book name.</p> <p>Communicate a response which provides a statement about the topic or book.</p> <p>Respond differentially to an object, picture, or statement which gives an opinion about the topic or book.</p> <p>Communicate a response which provides a statement about the topic or book.</p>	<p>Identify a picture, symbol, or statement to tell a reader the topic or book name.</p> <p>Identify a picture, symbol, or statement to indicate an opinion on the topic or book.</p>	<p>Complete a statement to tell a reader the topic or book name.</p> <p>Complete a statement to indicate an opinion on the topic or book.</p>	<p>Develop a picture or statement to tell a reader the topic or book name.</p> <p>Develop a picture or statement to indicate an opinion on the topic or text.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Writing (W)

ELAGSEK.W.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.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written informative/explanatory text:</i>
Respond differentially to an object, picture, or statement which will tell a reader the topic or book name. Communicate a response which provides a statement about the topic or book. Respond differentially to an object, picture, or statement which gives an opinion about the topic or book. Communicate a response which provides a statement about the topic or book.	Identify a picture, symbol, or statement to tell a reader the topic. Identify a picture, symbol, or statement to give information about the topic.	Complete a statement to tell a reader the topic. Complete a statement to give information about the topic.	Develop a picture or statement to tell a reader the topic. Develop a picture or statement to give information about the topic.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Writing (W)

ELAGSEK.W.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.	
Least complex		Most complex	
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i></p> <p>Respond differentially to an object, picture, or statement which will tell a reader about an event.</p> <p>Communicate a response which provides a statement about an event.</p> <p>Respond differentially to an object, picture, or statement which provides a reaction to an event.</p> <p>Communicate a response which provides a reaction to an event.</p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i></p> <p>Identify a picture, symbol, or statement to tell a reader about an event.</p> <p>Identify a picture, symbol, or statement which provides a reaction to an event.</p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i></p> <p>Complete a statement to tell a reader about an event.</p> <p>Complete a statement to give a reaction to an event.</p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized in a written narrative:</i></p> <p>Develop a picture or statement to tell a reader about an event.</p> <p>Develop a picture or statement to give a reaction to an event.</p> <p>Place pictures or statements about an event in chronological order.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Writing (W)

ELAGSEK.W.5		With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
Least complex		Most complex	
<i>With guidance and support from adults AND utilizing writing produced by the student:</i>	<i>With guidance and support from adults AND utilizing writing produced by the student:</i>	<i>With guidance and support from adults AND utilizing writing produced by the student:</i>	<i>With guidance and support from adults AND utilizing writing produced by the student:</i>
Respond differentially to indicate a detail needed to strengthen writing. Communicate a response giving a statement or revision needed to strengthen writing.	Identify a detail, picture, or statement to add to writing.	Complete a new or revised statement with a detail.	Develop a picture or statement to add detail to written pieces.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Writing (W)

ELAGSEK.W.6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.
Least complex ←	→ Most complex

<i>With guidance and support from adults AND utilizing a variety of tools to produce and publish writing:</i>	<i>With guidance and support from adults AND utilizing a variety of tools to produce and publish writing:</i>	<i>With guidance and support from adults AND utilizing a variety of tools to produce and publish writing:</i>	<i>With guidance and support from adults AND utilizing a variety of tools to produce and publish writing:</i>
Respond differentially to indicate desired illustration/statement/sentence to add to a written piece via a digital tool. Communicate a response which provides a statement to add to a written piece via a digital tool.	Utilize a digital tool to add an illustration or word to a written piece before publication.	Utilize a digital tool to add a statement or sentence to a written piece before publication.	Utilize a digital tool to complete the publication of a written piece.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Writing (W)

ELAGSEK.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Least complex			Most complex
<p><i>With guidance and support from adults AND utilized in a written piece:</i></p> <p>Respond differentially to an object, picture, or statement which recalls an experience.</p> <p>Communicate a response which provides a statement about an experience.</p> <p>Respond differentially to an object, picture, or statement which provides information from a given source.</p> <p>Communicate a response which provides a statement which provides information from a given source.</p>	<p><i>With guidance and support from adults AND utilized in a written piece:</i></p> <p>Identify a picture, symbol, or statement to tell a reader about an experience.</p> <p>Identify a picture, symbol, or statement which provides information from a given source needed to answer a question.</p>	<p><i>With guidance and support from adults AND utilized in a written piece:</i></p> <p>Complete a statement to tell a reader about an experience.</p> <p>Complete a statement to provide information from a given source needed to answer a question.</p>	<p><i>With guidance and support from adults AND utilized in a written piece:</i></p> <p>Develop a picture or statement to tell a reader about an experience.</p> <p>Develop a picture or statement to provide information from a given source needed to answer a question.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Speaking and Listening (SL)

ELAGSEK.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Provide a statement within a discussion. Listen to others before responding.	Provide a statement within a discussion. Listen to others before responding.	Provide a statement within a discussion. Listen to others before responding.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Speaking and Listening (SL)

ELAGSEK.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
b. Continue a conversation through multiple exchanges.			
Least complex			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify a statement to be included in a conversation.</p> <p>Communicate a response to continue a conversation.</p> <p>Provide a statement to another person.</p>	<p>Provide multiple statements within a conversation.</p> <p>Listen to another person in a conversation before responding.</p>	<p>Provide multiple statements within a conversation.</p> <p>Listen to another person in a conversation before responding.</p>	<p>Provide multiple statements within a conversation.</p> <p>Listen to another person in a conversation before responding.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Speaking and Listening (SL)

ELAGSEK.SL.2		Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.	
Least complex		Most complex	
<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Respond differentially when presented with a key detail from or question about material presented to be included in a discussion.</p> <p>Provide a statement about a key detail from presented information to another person.</p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Identify a key detail from information presented when asked in a discussion.</p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Answer a basic question about key details (e.g., who, what, where).</p> <p>Identify whether information was provided in a text or presentation (e.g., did the speaker give the name of their favorite character?).</p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Answer basic questions about key details (e.g., who, what, where).</p> <p>Ask a question regarding missing information from a text or presentation (e.g., what was the name of the speaker's favorite character?).</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Speaking and Listening (SL)

ELAGSEK.SL.3		Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	
<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>		<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>	
Respond differentially to material needed to ask or answer a question.	Ask a question about a topic or activity. Answer a question about a topic or activity.	Ask a question about a topic or activity. Answer a question about a topic or activity.	Ask a question about a topic or activity. Answer a question about a topic or activity.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Speaking and Listening (SL)

ELAGSEK.SL.4		Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	
<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>		<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>	
Respond differentially to describe a person, place, thing, or event within a conversation or discussion. Provide a descriptive statement to another person.	Identify who, what, or where when asked about an activity or event.	Identify who, what, or where when asked about an activity or event.	Identify who, what, or where when asked about an activity or event.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade K: ELA: Speaking and Listening (SL)

ELAGSEK.SL.5		Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication with multiple people and on different topics:</i>		<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>	
Respond differentially to identify a picture or symbol to include in a description.	Identify a picture or symbol to include in a description.	Identify a picture or symbol to include in a description.	Identify a picture or symbol to include in a description.

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Grade K: ELA: Speaking and Listening (SL)

ELAGSEK.SL.6		Speak audibly and express thoughts, feelings, and ideas clearly.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to indicate a thought, feeling, or idea. Provide a descriptive statement to another person about a thought, feeling, or idea.	Communicate with appropriate pace (limited interruptions or repeats of statements) and volume. Provide a statement about a thought, feeling, or idea.	Communicate with appropriate pace (limited interruptions or repeats of statements) and volume. Provide a statement about a thought, feeling, or idea.	Communicate with appropriate pace (limited interruptions or repeats of statements) and volume. Provide a statement about a thought, feeling, or idea.

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Grade K: Mathematics: Counting and Cardinality (CC)

MGSEK.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).
Least complex	Most complex

Communicate a response when presented with a group of objects and/or written numeral (e.g., that group has 5 objects, that is the number 5). Touch or manipulate materials representing a numeral or group of objects.	Identify numerals in the everyday environment.	Identify numerals and represented quantities in the everyday environment (e.g., find pictures of items which include a numeral representing the group). Match numerals to sets of objects with the same number, 0–5.	Match numerals to sets of objects with the same number, 0–10.
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade K: Mathematics: Counting and Cardinality (CC)

MGSEK.CC.5	Count to answer "how many?" questions.
	a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.
Least complex	Most complex

Respond differentially to indicate the end of the counting of a group of objects. Communicate a response identifying the last number stated as part of counting a group of objects.	Touch or manipulate items in a group being counted utilizing one-to-one correspondence (each item identified once).	Identify the last number provided as part of a counting question (e.g., when 4 objects are placed on a number line, touch or say "4" as the answer to "how many?").	Identify the last number provided when placing items on a number line or counting jig utilizing one to one correspondence.
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Grade K: Mathematics: Counting and Cardinality (CC)

MGSEK.CC.5	Count to answer "how many?" questions.
	b. Given a number from 1-20, count out that many objects.
Least complex	Most complex

	<p>Give or manipulate items utilizing one-to-one correspondence (give one item at a time).</p> <p>Identify "1" as the amount when shown one object.</p>	<p>Match a specific number of items to a given group utilizing one-to-one correspondence (e.g., when given a group of 10 small cups, and two groups of straws, find the group that has the same number of straws as cups).</p> <p>Place groups of up to 10 items on a number line or counting jig utilizing one to one correspondence.</p> <p>Identify the group with the stated amount with items less than 4 (e.g., when shown two plates, one with one cookie and one with two cookies, choose the correct plate when asked to "Take the plate with two cookies").</p>	<p>Give items using one-to-one correspondence until an identified number is reached (e.g., when asked to "give 4" and shown the numeral 4 on a number line with objects to 10, give only the items on the number line to 4).</p> <p>Identify the group with the stated amount with 3 or more items (e.g., when shown two boxes, one with two cars and one with three cars, choose the correct box when asked to "get the box with three cars").</p>
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Grade K: Mathematics: Counting and Cardinality (CC)

MGSEK.CC.5	Count to answer "how many?" questions.
	c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)
Least complex	Most complex

Respond differentially to indicate the end of the counting of a group of pennies.	Sort pennies from a group of coins based on color and shape (e.g., find all the pennies in a group of coins).	Identify a penny from a set of 2 coins (e.g., penny and quarter).	Identify a penny from a set of 3 coins (e.g., penny, quarter and dime).
Communicate a response identifying the last number stated as part of counting a group of pennies.	Touch or manipulate pennies in a group being counted utilizing one to one correspondence (each item identified once).	Identify the last number provided as part of a counting question (e.g., when 4 pennies are placed on a number line, touch or say "4" as the answer to "how many?").	Identify the last number provided when placing pennies on a number line or counting jig utilizing one to one correspondence.

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Grade K: Mathematics: Counting and Cardinality (CC)

MGSEK.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.			
Least complex				Most complex
	Match sets of equal number utilizing one-to-one correspondence.	Identify sets of objects as being equal or not equal.	Identify the set of objects with more or less.	

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Grade K: Mathematics: Operations and Algebraic Thinking (OA)

MGSEK.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		
Least complex			Most complex
<p>Respond differentially to indicate the end of the counting of a group of items for an addition or subtraction problem.</p> <p>Communicate a step needed to complete an addition or subtraction problem.</p>	<p>Add objects to an existing group when told to “put more”.</p> <p>Remove objects from an existing group when told to “take away”.</p>	<p>Create a group of items from outside an existing group when given an addition problem.</p> <p>Make a group from an existing group when given a subtraction problem.</p>	<p>Identify the amount needed to be made or in a group during the specific steps of an addition or subtraction problem (e.g., how many objects do we have at the beginning, how many do we add/subtract, and how many do we have at the end?)</p>

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Grade K: Mathematics: Operations and Algebraic Thinking (OA)

MGSEK.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.		
Least complex			Most complex
Communicate a step needed to complete an addition or subtraction word problem.	Identify important aspects of a word problem (e.g., beginning group, ending group).	Identify whether a word problem indicates to add or subtract items. Develop groups related to information from a word problem.	Solve an addition or subtraction word problem with up to 10 objects.

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Grade K: Mathematics: Operations and Algebraic Thinking (OA)

MGSEK.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation)			
Least complex				Most complex
	Separate an even number group of items into two sub-sets utilizing one-to-one correspondence.	Identify the sub-set of a given amount when given one sub-set (e.g., find the sub-set that will make 7 when given a sub-set of 4).	Create at least two solutions for decomposing amounts to 10 (e.g., an amount of 5 can be sub-sets of 1 and 4 and 2 and 3).	

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Grade K: Mathematics: Operations and Algebraic Thinking (OA)

MGSEK.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.			
Least complex				Most complex
	Place two given groups of objects, equaling 10, on a number line or counting jig using one-to-one correspondence.	Complete a given group with objects to make a group of 10.	Identify the group of objects needed to make a given group total 10.	

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Grade K: Mathematics: Measurement and Data (MD)

MGSEK.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
Least complex	
Most complex	

Communicate a step needed to compare two objects in relation to a single attribute.	Identify whether two objects are the same or different in relation to a measurable attribute (e.g., are two students the same height or different heights?)	Identify whether an object has more of or less of a measurable attribute than another object (e.g., identify whether one pail holds more or less sand than another pail).	Identify the object, out of a choice of two, with the described measurable attribute (e.g., which of the two students is taller?).
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Grade K: Mathematics: Measurement and Data (MD)

MGSEK.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Least complex	Most complex

Respond differentially to indicate the classification of an object into a category. Communicate a step needed classify and object into a given category.	Match objects with similar attributes.	Sort objects by a single attribute. Identify whether two groups of classified objects have the same amount.	Sort objects by multiple attributes (e.g., red triangles and blue squares). Identify the group of classified objects with more or less.
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Grade K: Mathematics: Geometry (G)

MGSEK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.			
Least complex				Most complex
Communicate a response describing objects in the environment.	Match a given shape to the same shape within the environment.	Find objects in the environment given the name of the shape and relative position.	Identify up to three positions of shapes within the environment.	

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Grade K: Mathematics: Geometry (G)

MGSEK.G.2	Correctly name shapes regardless of their orientations or overall size.			
Least complex				Most complex
Communicate a response naming a given shape.	Match two identical shapes.	Name two basic shapes. Sort shapes of the same size.	Name up to four basic shapes. Sort shapes of various sizes.	

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Grade K: Mathematics: Geometry (G)

MGSEK.G.3		Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	
Least complex		Most complex	
Communicate a response stating the difference between a two-dimensional or three-dimensional shape. Touch or manipulate materials representing two-dimensional and three-dimensional shapes.	Match two-dimensional to two-dimensional shapes (e.g., match a two-dimensional square with a two-dimensional square when give a square and a cube).	Sort similar two-dimensional and three-dimensional shapes.	Find two-dimensional and three-dimensional shapes within the environment (e.g., a two-dimensional square on the wall and a three-dimensional cube on the block shelf).

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Grade K: Mathematics: Geometry (G)

MGSEK.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
Least complex				Most complex
	Add a component to a partially built model to create a shown shape.	Add two components to a partially built model to create a shown shape.	Identify components to make a shown shape. Add more than two components to a partially built model to create a shown shape.	

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Grade K: Mathematics: Geometry (G)

MGSEK.G.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”		
Least complex			Most complex
	Add a basic shape to a given shape.	Combine basic shapes to create a new shape.	Combine basic shapes following a model to form a larger shape.

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Third Grade: English/Language Arts and Mathematics

Grade 3: ELA: Language and Foundations (L)

ELAGSE3.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.		
	a. Use sentence-level context as a clue to the meaning of a word or phrase.		
Least complex			Most complex
	Identify an unknown word/phrase within a sentence.	Match unknown words/phrases to possible meaning found within the sentence.	Identify the context or statement which may provide a clue to the meaning of an unknown word or phrase.

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Grade 3: ELA: Language and Foundations (L)

ELAGSE3.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.
	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
Least complex	

	Identify the prefix and suffix when given known and new word (e.g., pre- when given heat/preheat).	Match the meaning to prefixes and/or suffixes (e.g., “not” to “dis-“).	Identify the meaning of a word with an affix. Add the appropriate prefix and/or suffix to the word to match the meaning given.
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Grade 3: ELA: Language and Foundations (L)

ELAGSE3.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.
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
Least complex	
	Most complex

	Identify the root when given known and new word (e.g., “ject” in reject, project, eject).	Match possible meanings to root words.	Match meaning to unknown word with the same root.
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Grade 3: ELA: Language and Foundations (L)

ELAGSE3.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.
	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Least complex	
	Most complex

	Match key words/phrases from a text to entry from a print/digital/teacher-made dictionary, glossary, or thesaurus.	Find key words/phrases within a print/digital/teacher-made dictionary, glossary, or thesaurus.	Define key words/phrases found within a print/digital/teacher-made dictionary, glossary, or thesaurus.
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Grade 3: ELA: Language and Foundations (L)

ELAGSE3.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	
Least complex			
			Most complex
	Identify non-literal words/phrases within a text.	Match a non-literal word/phrase to a possible meaning.	Identify words/phrases which have both a literal and non-literal meaning within a text/context.

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Grade 3: ELA: Language and Foundations (L)

ELAGSE3.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Least complex	
	Most complex

	Match item(s) to a descriptive word.	Sort items based upon descriptive words. Match an item to a word that describes the function.	Describe one or more key attributes of various objects (e.g., a tiger is a large cat with stripes). Identify real-life connections between words that represent objects and their function (e.g., a bed is where you sleep).
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Grade 3: ELA: Language and Foundations (L)

ELAGSE3.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Least complex	Most complex

	Match words that describe feelings or states of mind (e.g., happy and glad).	Match words that describe states of mind (e.g., think and believe).	Order words/phrases that describe levels of feelings or states of mind.
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Grade 3: ELA: Language and Foundations (L)

ELAGSE3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Least complex	
Most complex	

	<p>Complete a statement/sentence using general academic vocabulary.</p> <p>Match spatial words to pictures (e.g., above, below).</p>	<p>Develop a statement/sentence using general academic and domain-specific vocabulary.</p> <p>Complete a statement/sentence using spatial words.</p>	<p>Produce a statement/sentence using general academic and domain-specific vocabulary.</p> <p>Produce sentences using words that show spatial and/or temporal relationships.</p>
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Grade 3: ELA: Reading Foundational (RF)

ELAGSE3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	a. Identify and know the meaning of the most common prefixes and suffixes.
Least complex	Most complex

	Match the meaning to prefixes and/or suffixes (e.g., “not” to “dis-”).	Identify the prefix and suffix when given known and new word (e.g., pre- when given heat/preheat).	Identify prefix/suffix and match the meaning to words with prefix and/or suffixes attached.
		Match the meaning to words with prefix and/or suffixes attached.	Add the appropriate prefix and/or suffix to the word to match the meaning given.

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Grade 3: ELA: Reading Foundational (RF)

ELAGSE3.RF.4	Read with sufficient accuracy and fluency to support comprehension.
a.	Read on-level text with purpose and understanding.
Least complex	Most complex

	Answer basic comprehension questions (who, what, where, and/or when) based upon an adapted text with grade level content.	Find text which answers a comprehension question within an adapted text with grade level content.	Answer complex comprehension questions (how and/or why) in relation to an adapted text with grade level content.
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Grade 3: ELA: Reading Foundational (RF)

ELAGSE3.RF.4	Read with sufficient accuracy and fluency to support comprehension.
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Least complex	Most complex

	State a given repeated line when prose or poetry is read aloud.	Identify a repeated line within prose or poetry.	Identify and state one or more repeated lines at the appropriate times within prose or poetry.
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Grade 3: ELA: Reading Foundational (RF)

ELAGSE3.RF.4	Read with sufficient accuracy and fluency to support comprehension.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Least complex	Most complex

	Reread a phrase/sentence within a text when prompted to correct a mistake.	Identify a mistake made while reading.	Self-correct a mistake made while reading.
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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Least complex	Most complex

<p>Respond differentially to answer a question about an informational text.</p> <p>Communicate a response to answer a question about an informational text.</p> <p>Touch or manipulate materials answering questions about an informational text.</p> <p>Identify material related to an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p> <p>Identify one or more details from an informational text.</p>	<p>Find text which answers a question within an informational text.</p>	<p>Answer complex comprehension questions in relation to an informational text (e.g., how and/or why) by stating the appropriate part of an informational text.</p> <p>Produce relevant questions about an informational text.</p>
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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.2		Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Least complex		Most complex	
<p>Communicate a response to provide the main idea of an informational text.</p> <p>Communicate a response to provide a key detail of an informational text.</p>	<p>Identify key events in an informational text.</p>	<p>Group key events from an informational text as appropriate for the format of an informational text (e.g., like details, given order, compare/contrast).</p> <p>Identify the main idea of an informational text.</p>	<p>Identify the main idea of an informational text and at least one key event which supports that idea.</p>

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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		
Least complex			Most complex
Communicate a response to describe the relationship between concepts found in an informational text.	Identify one or more individuals, events, or activities from an informational text.	Identify the context (e.g., time frame, purpose, or intended audience) of an informational text. Sequence (e.g., first/last, cause/effect) a series of events or activities in an informational text.	Identify similarities between two individuals, events, or activities in an informational text. Identify differences between two individuals, events, or activities in an informational text. Identify the connection between two individuals, events, or activities in an informational text.

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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Least complex	Most complex

Communicate a response giving the meaning of general academic or domain-specific words and phrases within an informational text. Touch or manipulate materials representing general academic and domain-specific words and phrases within an informational text.	Locate academic and domain-specific words within an informational text.	Match words with sentence/phrases giving the meaning as found in the informational text.	Identify sentence/phrases giving the meaning of academic and domain-specific words within the informational text. Answer questions about unknown words or phrases by utilizing phrases/sentences found in the informational text.
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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.			
Least complex				Most complex
	Find text features (bold text, illustrations, headings) within an informational text.	Locate key words and phrases within text features (bold text, illustrations, headings) in an informational text.	Locate key facts and information using text features (e.g., headings, table of contents, glossaries, indices, captions, bold print icons) within an informational text.	

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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.6		Distinguish their own point of view from that of the author of a text.	
Least complex		Most complex	
	<p>Identify the author of an informational text.</p> <p>Identify personal point of view about an informational text.</p>	<p>Identify words/phrases/sentences from an informational text which describe the author's point of view.</p> <p>Indicate whether personal point of view agrees or disagrees with the point of view of the author of an informational text.</p>	<p>Sort words/phrases/sentences which relate to the author's and personal point of view related to an informational text.</p>

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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Least complex	Most complex

<p>Respond differentially to identify an illustration from an informational text.</p> <p>Communicate a response stating information gained from an illustration from an informational text.</p> <p>Touch or manipulate an illustration to answer a question about the informational text.</p>	<p>Match identical illustrations from an informational text.</p> <p>Locate an illustration within an informational text by matching to an identical illustration.</p>	<p>Locate an illustration within an informational text which depicts a given aspect of the text (who, where, key events).</p>	<p>Use illustrations in an informational text to identify its key ideas.</p> <p>Identify part(s) of an illustration found in an informational text which describe an aspect of the text.</p>
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Grade 3: ELA: Reading Informational (RI)

ELAGSE3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
Least complex				Most complex
Communicate a response describing a connection between sentences and paragraphs in an informational text.	Identify common words/phrases within different sections of an informational text.	Place phrases/sentences found within an informational text in a sequence (i.e., this sentence was first, second, last).	Sequence information found in informational text in a format appropriate to the text (e.g., first/last, or cause/effect).	

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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Least complex			Most complex
<p>Respond differentially to answer a question about a literary text.</p> <p>Communicate a response to answer a question about a literary text.</p> <p>Touch or manipulate materials to answer a question about a literary text.</p> <p>Identify material related to a literary text.</p>	<p>Identify events from a literary text (e.g., story or poem).</p> <p>Identify one or more details from a literary text.</p> <p>Answer basic comprehension questions in relation to a literary text (e.g., who, where, and/or when).</p>	<p>Identify key details in a literary text (e.g., story or poem).</p>	<p>Answer questions about a specific sequence in a literary text.</p> <p>Answer complex comprehension questions in relation to a literary text (e.g., how and/or why).</p> <p>Produce relevant questions about a literary text.</p>

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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.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.
Least complex	Most complex

<p>Respond differentially to answer a question about a fable, folktale, and/or myth.</p> <p>Communicate a response recounting part of a fable, folktale, and/or myth.</p> <p>Touch or manipulate materials to answer a question about a fable, folktale, and/or myth.</p> <p>Identify material related to a fable, folktale, and/or myth.</p> <p>Identify materials representing a key event from a fable, folktale, and/or myth.</p>	<p>Identify events that occurred within a literary text (story, fable, folktale, or myth).</p>	<p>Match key events found in a literary text to a possible theme.</p> <p>Identify events that occurred at the beginning and end of a literary text (story, fable, folktale, or myth).</p>	<p>Identify a lesson learned from literary text (story, fable, folktale, or myth).</p> <p>Sequence key events found in a literary text (story, fable, folktale, or myth) to provide a summary of the text.</p>
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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.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.			
Least complex				Most complex
<p>Respond differentially to describe the character in a literary text.</p> <p>Communicate a response describing a character in a literary text.</p> <p>Touch or manipulate materials to describe the character in a literary text.</p>	<p>Identify the main character(s) in a literary text.</p>	<p>Match the description of the main character with an action/event in a literary text.</p>	<p>Sort descriptions (including traits, motivations, or feelings) of characters in a literary text.</p> <p>Match description(s) of characters with an action/event in a literary text.</p>	

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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.RL.4	Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.
Least complex	Most complex

Communicate a response giving the meaning of words and phrases within a literary text. Touch or manipulate materials representing words and phrases within a literary text.	Locate literal words within a literary text.	Match literal words with sentence/phrases giving the meaning as found in a literary text. Locate non-literal language within a literary text.	Locate sentence/phrases giving the meaning of literal words within the literary text. Match non-literal words/phrases found within a literary text with possible meaning.
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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.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.			
Least complex				Most complex
	Identify the beginning and end of a literary text.	<p>Identify repeated words or phrases in a literary text that signal a change in the plot or announce a character.</p> <p>Identify the beginning, middle, and end of a literary text, including story, drama, and poem.</p> <p>Complete repeated words or phrases in a literary text that signal a change in the plot or announce a character.</p>	<p>Identify a specific part of a literary story, drama, or poem (i.e., second chapter, third scene, last stanza).</p> <p>Match literary terms (e.g., stanza, scene, chapter) to the types of literary text (story, drama/play, poem) in which it is found.</p>	

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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.			
Least complex				Most complex
	<p>Identify the narrator of a literary text.</p> <p>Identify the character who is “speaking” in a literary text.</p> <p>Identify their own point of view about an event, action, or character within a literary text.</p>	<p>Match point(s) of view with the character(s) in a literary text.</p> <p>Indicate whether they agree or disagree with the point of view of the character(s) or narrator in a literary text.</p> <p>Identify words/phrases/sentences from a literary text which describe the narrator’s or character’s point of view.</p>	<p>Identify the narrator’s or character’s point of view in reference to a literary text.</p> <p>Sort words/phrases/sentences which relate to the narrator’s or character’s and personal point of view of a literary text.</p>	

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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.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).	
Least complex		Most complex	
<p>Respond differentially to identify an illustration from a literary text.</p> <p>Communicate a response stating information gained from an illustration within a literary text.</p> <p>Touch or manipulate an illustration to answer a question about a literary text.</p>	<p>Identify an illustration of a character, setting, or action of a literary text.</p> <p>Match identical illustrations from a literary text.</p>	<p>Match illustrations to different aspects (character, setting, action, mood) of a literary text.</p>	<p>Identify a particular mood or emotion evoked by an illustration of a setting or character within a literary text.</p> <p>Identify part(s) of an illustration found in a literary text which describe an aspect of the story.</p>

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Grade 3: ELA: Reading Literary (RL)

ELAGSE3.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).			
Least complex				Most complex
	<p>Identify the adventures or experiences of a character in a literary story.</p> <p>Match characters, setting, or plot to the appropriate literary story written by the same author.</p>	<p>Sort aspects (characters, settings, actions/plot) of two or more literary stories by the same author.</p> <p>Match actions taken in different literary stories by the same author to the appropriate character.</p>	<p>Identify similarities and/or differences in the adventures or experiences of one or more characters in a literary story by the same author.</p> <p>Identify common themes in multiple literary texts (e.g., stories or poems) by the same author.</p>	

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Grade 3: ELA: Writing (W)

ELAGSE3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i>
Respond differentially to an object or statement which provides an introduction.	Create an outline showing the introduction and conclusion for an opinion piece.	Create an outline showing the introduction and one statement related to an opinion.	Create an outline which organizes opinions and reasons/supports when writing an opinion piece.
Communicate a response which provides an introduction.	Identify a statement/sentence which introduces a topic or text.	Complete a statement/sentence which introduces a topic or text.	Develop a sentence(s) which introduces a topic or text.
Touch or manipulate material which provides an introduction.	Identify a statement/sentence which provides an opinion on a topic or text.	Complete a statement/sentence which provides an opinion on a topic or text.	Develop a sentence(s) which provides an opinion on a topic or text.
		Identify the most appropriate sentence to introduce and/or state an opinion.	Identify sentences which introduce and/or state an opinion from a variety of options (e.g., introduction, opinion, reasons).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 3: ELA: Writing (W)

ELAGSE3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	b. Provide reasons that support the opinion.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written opinion piece:</i>
Respond differentially to an object or statement which provides support for an opinion. Communicate a response which provides support for an opinion. Touch or manipulate material which provides support for an opinion.	Match opinion statements/sentences with supporting reasons. Identify a statement/sentence that provides at least one reason that supports an opinion.	Complete a statement/sentence which identifies at least one reason that supports an opinion. Identify the most appropriate sentence(s) to provide a reason for an opinion.	Develop a statement/sentence which identifies at least one reason that supports an opinion. Identify sentences which provide reasons for an opinion from a variety of options (e.g., introduction, opinion, reasons).

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Grade 3: ELA: Writing (W)

ELAGSE3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written opinion piece:</i>
	Add a linking word/phrase within a sentence to connect an opinion and reason.	Identify and add a single linking word/phrase within a sentence to connect an opinion and reason.	Identify and add the most appropriate linking word/phrase within a sentence to connect an opinion and reason.

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Grade 3: ELA: Writing (W)

ELAGSE3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	d. Provide a concluding statement or section.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written opinion piece:</i>
Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence. Identify the most appropriate concluding sentence(s).	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction, reasons for an opinion).

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Grade 3: ELA: Writing (W)

ELAGSE3.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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>
Respond differentially to an object or statement which provides an introduction. Communicate a response which provides an introduction. Touch or manipulate material which provides an introduction.	Identify a statement/sentence which introduces a topic. Identify a statement/sentence to indicate related information. Identify an illustration for a specific idea.	Complete a statement/sentence which introduces a topic. Identify the most appropriate sentence to introduce a topic. Group two or more statements/sentences to indicate related information.	Develop a sentence which introduces a topic. Identify an introductory sentence from a variety of options (e.g., facts about a topic, details, introduction of a topic).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

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Grade 3: ELA: Writing (W)

ELAGSE3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	b. Develop the topic with facts, definitions, and details.
Least complex	Most complex



<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides a fact, definition, or detail about a topic. Communicate a response which provides a fact, definition, or detail about a topic. Touch or manipulate material which provides a fact, definition, or detail about a topic.	Identify a statement/sentence which provides a fact, definition, and/or detail about a topic.	Complete a sentence which provides a fact, definition, and/or detail about a topic. Identify the most appropriate sentence(s) to provide a fact, definition, and/or detail about a topic.	Develop one or more sentences which describe a topic. Identify sentences which provide facts, definitions, and/or details about a topic from a variety of options (e.g., introduction, opinion, facts).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 3: ELA: Writing (W)

ELAGSE3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>
	Add a provided linking word/phrase to connect two ideas.	Identify and add a single linking word/phrase to connect two ideas.	Identify and add the most appropriate linking word/phrase to connect different ideas.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

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Grade 3: ELA: Writing (W)

ELAGSE3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	d. Provide a concluding statement or section.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence. Identify the most appropriate concluding sentence(s).	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., facts, opinion, conclusion).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 3: ELA: Writing (W)

ELAGSE3.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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
<p>Respond differentially to an object or statement which introduces a situation, narrator, or character.</p> <p>Communicate a response which introduces a situation, narrator, or character.</p> <p>Touch or manipulate material which introduces a situation, narrator, or character.</p>	<p>Create an outline showing the introduction and conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Identify a statement/sentence which introduces a real or imagined experience or event.</p> <p>Identify a statement/sentence which introduces a narrator or character.</p>	<p>Create an outline showing the introduction, one event, and a conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Complete a statement/sentence which introduces a real or imagined situation.</p> <p>Complete a statement/sentence which introduces a narrator or character.</p> <p>Identify the most appropriate sentence(s) to introduce a situation and/or character.</p>	<p>Create an outline showing the introduction, multiple events, and a conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Produce a sentence which introduces a real or imagined situation.</p> <p>Produce a sentence which introduces a narrator or character.</p> <p>Choose the sentences which describe the character and/or situation to begin a narrative given a variety of options (e.g., conversations or conclusion).</p>

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Grade 3: ELA: Writing (W)

ELAGSE3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
	Identify a sentence which describes the action of a character. Identify a sentence which describes the feelings of a character. Identify a dialogue sentence for a character.	Complete a statement/sentence which describes the action of a character. Complete a statement/sentence which describes the feelings of a character. Complete a dialogue statement/sentence.	Produce a sentence which describes the action of a character. Produce a sentence which describes the feelings of a character. Produce dialogue for characters appropriate to a given situation using “speech bubbles”.

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Grade 3: ELA: Writing (W)

ELAGSE3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	c. Use temporal words and phrases to signal event order.
Least complex	
	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
	Add a provided temporal word/phrase to connect two events.	Identify and add a temporal word/phrase to connect two events.	Identify and add two or more temporal words/phrases to connect events.

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Grade 3: ELA: Writing (W)

ELAGSE3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	d. Provide a sense of closure.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written narrative:</i>
Respond differentially to an object or statement which provides a sense of closure. Communicate a response which provides a sense of closure. Touch or manipulate material which provides a sense of closure.	Identify one or more concluding sentences.	Complete one or more concluding statement/sentences. Identify the most appropriate sentence which provides a sense of closure.	Produce one or more concluding sentences. Choose the sentences which provide a sense of closure (e.g., character description, introducing a situation/setting, concluding event).

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Grade 3: ELA: Writing (W)

ELAGSE3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Least complex	
Most complex	

<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>
Respond differentially to indicate the desire to change part of a written piece. Respond differentially to indicate the completion of a written piece. Communicate a response to indicate the desire to change or the completion of a written piece.	Identify one or more sentence(s)/statement(s) to revise.	Identify one or more sentences to revise and ask for suggestions.	Identify one or more sentences to revise and make revisions.

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Grade 3: ELA: Writing (W)

ELAGSE3.W.7		Conduct short research projects that build knowledge about a topic.	
Least complex		Most complex	
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written research project:</i></p> <p>Respond differentially to an object or statement which relates to a research project topic.</p> <p>Communicate a response which relates to a research project topic.</p> <p>Touch or manipulate material which relates to a research project topic.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written research project:</i></p> <p>Identify answers to a research question as found in print resources and/or digital tools.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written research project:</i></p> <p>Locate and record answers to a research question using a single print resource and/or digital tool.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written research project:</i></p> <p>Locate and record answers to a research question using more than one print resource and/or digital tool.</p>

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Grade 3: ELA: Writing (W)

ELAGSE3.W.8		Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>
Respond differentially to an object or statement which relates to an experience. Communicate a response which relates to an experience. Touch or manipulate material which relates to an experience.	Identify a sentence that recalls an experience. Identify two or more sentences that relate information from a print or digital source. Identify sentences which identify two or more categories of given facts.	Complete a statement/sentence that recalls an experience. Complete a statement/sentence that relates information from a print or digital source. Complete a statement/sentence which identifies the category of given facts.	Produce a sentence that recalls an experience. Produce a sentence that relates information from a print or digital source. Produce sentences which identify two or more categories of given facts.

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Grade 3: ELA: Speaking and Listening (SL)

ELAGSE3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Least complex	Most complex

<i>Using the student’s primary mode of communication:</i>	<i>Using the student’s primary mode of communication with multiple teachers/peers:</i>	<i>Using the student’s primary mode of communication with multiple people and on different topics:</i>	<i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Provide one or more statements within a discussion. Listen to the ideas/questions of others before responding.	Initiate a discussion. Listen to the ideas/questions of others before responding.	Initiate a discussion. Listen to the ideas/questions of others before responding.

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Grade 3: ELA: Speaking and Listening (SL)

<p>ELAGSE3.SL.2</p>	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p>Least complex ←</p>		<p>→ Most complex</p>	
<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Respond differentially to identify the main idea and/or supporting detail of the information presented in diverse media and formats.</p> <p>Communicate a response stating of the main idea and/or supporting detail of information presented in diverse media and formats.</p> <p>Touch or manipulate materials representing the main idea and/or supporting detail of information presented in diverse media and formats.</p> <p>Identify material related to the main idea and/or supporting details of information presented in diverse media and formats.</p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Identify a key detail from information presented in diverse media and formats.</p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Identify the main idea of information presented in diverse media and formats.</p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Identify more than two key details from the information presented in diverse media and formats.</p> <p>Identify main idea(s) and key detail(s) from information presented in diverse media and formats.</p>

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Grade 3: ELA: Speaking and Listening (SL)

ELAGSE3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a statement to be included in a report. Present one piece of information to others.	Present two pieces of information related to one topic using complete sentences.	Present more than two pieces of information related to one topic using complete sentences.	Present information related to a topic using complete sentences and at a pace that allows understanding by the listener(s).

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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.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. For example, describe a context in which a total number of objects can be expressed as 5×7.
Least complex	
Most complex	

<p>Communicate a step needed to group objects.</p> <p>Manipulate materials to be grouped and/or counted.</p>	<p>Skip count the number of objects in an array to demonstrate repeated addition.</p> <p>Group up to 10 objects in an array that demonstrates the concept of repeated addition.</p> <p>Represent problems involving repeated addition (e.g., giving 3 students 2 snacks each is represented by $2 + 2 + 2$).</p>	<p>Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects (e.g., 2 groups of 3 is the same as 3×2).</p> <p>Match number sentences representing repeated addition to the number sentence representing multiplication (e.g., $2 + 2 + 2$ is the same as 2×3).</p> <p>Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects.</p>	<p>Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects (e.g., 5 groups of 6 is the same as 6×5).</p> <p>Match number sentences showing multiplication to different arrays of manipulatives.</p>
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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.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 (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
Least complex	Most complex

<p>Respond differentially to identify the partitioning of materials into equal shares during an activity.</p> <p>Communicate a step needed to share objects equally or count the equal shares.</p> <p>Manipulate materials into groups and/or count groups to find a final answer.</p>	<p>Separate up to 12 objects by a given amount (e.g., 12 items into groups of 3).</p>	<p>Identify the number of items in a group when up to 20 objects are divided equally by a given amount (e.g., there are 5 items in each group when 15 objects separated into 3 groups).</p> <p>Represent problems involving repeated subtraction (e.g., how many times can you subtract groups of 2 from 6?)</p> <p>Identify the number sentence that demonstrates the concept of division using a given array of objects.</p>	<p>Represent repeated grouping within 30 (e.g., 18 items can be separated into how many groups of 9 and how many items are in each group when 18 items are separated into 3 groups?).</p> <p>Match a number sentence showing division to different arrays of manipulatives.</p>
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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

<p>MGSE3.OA.3</p>	<p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, ‡ e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ‡See Glossary: Multiplication and Division Within 100.</p>
<p>Least complex</p>	

	<p>Group objects together given a stated or written amount (e.g., Make 3 groups of 4 items each).</p> <p>Separate objects presented into groups given a stated or written amount (e.g., 12 items separated into 3 groups).</p>	<p>Identify the number of groups to be made and the number of items in each group within a multiplication word problem.</p> <p>Identify the number of items to be counted and the number of groups to be made within a division word problem.</p>	<p>Match a written equation (with a symbol for the unknown number) to a written or stated word problem.</p> <p>Solve word problems involving making multiple groups of items, using manipulatives.</p> <p>Solve word problems involving separating a given group of items into equal groups, using manipulatives.</p>
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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. For example, determine the unknown number that makes the equation true in each of the equations, $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.	
Least complex		Most complex

	<p>Identify the missing element within a number sentence which includes a symbol (e.g., is the missing number in $8 \times ? = 48$).</p> <p>Identify whether the process to answer a number sentence is to make groups to an amount (multiplication) or put items from an amount into groups (division).</p>	<p>Solve simple multiplication number sentences utilizing manipulatives.</p> <p>Solve simple division number sentences utilizing manipulatives.</p>	<p>Solve multiplication problems involving unknown variables in simple one-digit number sentences.</p> <p>Solve division problems involving unknown variables in simple one-digit number sentences.</p>
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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	
Least complex		Most complex

	<p>Create groups of objects to demonstrate the commutative property of multiplication (e.g., 4 groups of 2 squares equals 2 groups of 4 squares).</p> <p>Create groups of objects to demonstrate the commutative property of division (e.g., 12 squares can be divided into 3 groups of 4 or 4 groups of 3).</p>	<p>Demonstrate the commutative property of multiplication using arrays (e.g., 2 groups of 3 objects is equal to 3 groups of 2 objects).</p> <p>Demonstrate the commutative property of division using arrays (e.g., 12 items divided into 3 groups of 4 is equal to 12 items divided into 4 groups of 3).</p>	<p>Match written problems that demonstrate the commutative properties of multiplication (e.g., $2 \times 3 = 6$ and $3 \times 2 = 6$) to visual representation.</p> <p>Match written problems that demonstrate the commutative properties of division (e.g., $12 \div 4 = 3$ and $12 \div 3 = 4$) to visual representation.</p>
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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.OA.6	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
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	<p>Identify when a situation shows a relationship between creating groups and sharing objects (e.g., 5 groups of 2 has 10 objects, 10 objects can be separated into 5 groups of 2).</p>	<p>Match number sentences to demonstrate the relationship between multiplication and division (e.g., $8 \div 2 = 4$ is the same as $4 \times 2 = 8$).</p> <p>Demonstrate the relationship between multiplication and division using manipulatives (e.g., make 2 groups of 3 items, combine and count, then separate total into 2 groups of 3 items).</p> <p>Identify the process while demonstrating the relationship between multiplication and division using manipulatives (e.g., division shows $8 \div 2$ is 8 objects divided into 2 groups of 4, which multiplication shows is equal 4 groups of 2 or 4×2).</p>	<p>Create number sentences to demonstrate the relationship between multiplication and division (e.g., $8 \div 2 = 4$ is the same as $4 \times 2 = 8$).</p> <p>Identify the process of multiplication and division when shown examples of the inverse relationship (e.g., division shows $8 \div 2$ is 8 objects divided into 2 groups of 4, which multiplication shows is equal 4 groups of 2 or 4×2).</p>
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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Least complex	

	Solve multiplication problems with a multiplier 1, 2, 5, or 10. Solve division problems within 100 with a divisor of 1, 2, 5, or 10.	Solve multiplication problems with a multiplier 1, 2, 3, 4, 5, or 10. Solve division problems within 100 with a divisor of 1, 2, 3, 4, 5, or 10.	Solve multiplication problems with multipliers of 1–10. Solve division problems within 100 with divisors of 1–10.
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.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.
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<p>Communicate a step needed to solve problems using one of the four operations.</p> <p>Manipulate materials as they are utilized to solve word problems using one of the four operations.</p>	<p>Identify one step of a two-step word problem.</p> <p>Solve one step of a two-step word problem.</p>	<p>Solve one-step word problems using one of the four operations.</p> <p>Identify the components and steps to be taken to solve a two-step word problem (e.g. group(s) of item(s), count, put together take away, group).</p> <p>Identify the placement of a symbol to represent one or more unknown quantities in number sentences based upon a two-step word problem.</p>	<p>Solve two-step word problems using any of the four operations.</p> <p>Represent a word problem using a number sentence and appropriate symbols (+, -, ×, ÷, =).</p> <p>Choose whether an estimate or exact amount is needed in a given situation.</p> <p>Use estimation to approximate the solution to a one-step word problem.</p> <p>Use estimation to determine the reasonableness of a solution to a one-step word problem.</p>
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

<p>MGSE3.OA.9</p>	<p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.‡ For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p> <p>‡ See Glossary, Table 3.</p>	
<p>Least complex</p>		<p>Most complex</p>

<p>Respond differentially to identify a given number pattern with materials.</p> <p>Communicate a response to indicate last number counted in a number pattern.</p> <p>Manipulate materials to be grouped and/or counting groups to find final answer.</p>	<p>Reproduce a given number pattern.</p> <p>Extend a repeating number patterns, utilizing up to 10 manipulatives.</p>	<p>Extend an addition or subtraction pattern (e.g., adding by 2s, subtracting by 3s) given the rule.</p>	<p>Identify an addition or subtraction pattern within a given table.</p>
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Grade 3: Mathematics: Number and Operations in Base Ten (NBT)

MGSE3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.			
Least complex				Most complex
	<p>Identify the place/numeral which leads to the rounding of whole two-digit numbers to the nearest 10 (e.g., given the number 16, 6 is the number used to round up or down).</p>	<p>Identify the place/numeral which leads to the rounding of whole three-digit numbers to the nearest 100.</p> <p>Round whole two-digit numbers to the nearest 10 using place value materials.</p>	<p>Identify the place/numeral which leads to the rounding of whole three-digit numbers to the nearest 10.</p> <p>Round whole three-digit numbers to the nearest 100 using place value materials.</p>	

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Grade 3: Mathematics: Number and Operations in Base Ten (NBT)

MGSE3.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.		
Least complex			Most complex
	Add (without regrouping) single digit by single digit numbers using manipulatives. Subtract (without regrouping) single digit by single digit numbers using manipulatives.	Add (without regrouping) double digit by double digit numbers. Subtract (without regrouping) double digit by double digit numbers.	Add (without regrouping) three-digit by three-digit numbers. Subtract (without regrouping) three-digit by three-digit numbers.

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Grade 3: Mathematics: Number and Operations in Base Ten (NBT)

MGSE3.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.
Least complex	

	Use manipulatives in groups of 10 to multiply by a whole number by counting groups to that number.	Match manipulatives in multiples of 10s (in the range of 0 – 90) to its whole number representation (e.g., 4 groups of 10 is 40).	Multiply one-digit numbers by 10 (in the range of 10-90) using manipulatives, repeated addition, skip counting by tens or place value strategies.

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Grade 3: Mathematics: Number and Operations– Fractions (NF)

MGSE3.NF.1	<p>Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. For example, $\frac{3}{4}$ means there are three $\frac{1}{4}$ parts, so $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.</p>
Least complex	Most complex

<p>Respond differentially to identify the partitioning of parts from a whole utilizing materials.</p> <p>Communicate a step needed to partition parts from a whole.</p> <p>Communicate a response giving the fraction related to a partitioned part of a whole.</p> <p>Manipulate materials that demonstrate that objects can be divided into equal parts and parts can be assembled to make a whole.</p>	<p>Identify concepts of whole and half using manipulatives and/or familiar objects.</p> <p>Partition a whole into 2, 3 or 4 equal parts using visual models or manipulatives.</p> <p>Identify the number of equal parts by which a whole has been partitioned.</p>	<p>Match visual or manipulative representation of simple fractions to the name of the fraction.</p> <p>Identify parts of a whole using visual fraction models and/or objects (e.g., $\frac{1}{2}$, $\frac{13}{4}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).</p>	<p>Create visual representation of simple fractions.</p> <p>Determine the size of a unit fraction by using same sized pieces to create a whole. (e.g., If you need 4 pieces to make a whole the unit fraction is $\frac{1}{4}$).</p> <p>Identify written fractions with like denominators $\frac{1}{4}$ with $\frac{3}{4}$, $\frac{1}{3}$ with $\frac{2}{3}$).</p>
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Grade 3: Mathematics: Number and Operations– Fractions (NF)

MGSE3.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 $\frac{1}{b}$. Recognize that a unit fraction $\frac{1}{b}$ is located $\frac{1}{b}$ whole unit from 0 on the number line.
Least complex	Most complex

<p>Communicate a step needed to partition parts on a number line.</p> <p>Communicate a response giving the fraction related to a partitioned part of a number line.</p> <p>Manipulate materials that represent fractions on a number line diagram.</p>	<p>Match visual representations of fractional number lines (e.g., number lines representing $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$).</p>	<p>Show a fraction by partitioning a number line from 0 to 1 into equal parts (e.g., partition a number line into 2 equal parts when shown $\frac{1}{2}$).</p> <p>Identify the fraction shown by the partitioning of a number line from 0 to 1 into equal parts (e.g., one part of the number line partitioned into 3 parts is $\frac{1}{3}$).</p>	<p>Determine the size of a unit fraction by using same sized pieces to create a whole number line (e.g., If you need 4 pieces to make a whole, the unit fraction is $\frac{1}{4}$).</p> <p>Label fractions on a number line.</p>
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Grade 3: Mathematics: Number and Operations– Fractions (NF)

MGSE3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
b.	Represent a non-unit fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths of $\frac{1}{b}$ (unit fractions) from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the non-unit fraction $\frac{a}{b}$ on the number line.
Least complex	Most complex

	Match visual representation of a given number of partitions to a fractional number line (e.g., $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent).	Identify the visual representation of a given number of partitions on a fractional number line (e.g., $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent).	Label fractions on a number line.
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Grade 3: Mathematics: Number and Operations– Fractions (NF)

MGSE3.NF.3	Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.
	a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
Least complex	Most complex

Communicate a response stating an equivalent fractions. Manipulate materials that represent equivalent fractions.	Match fractions represented by manipulatives and/or on a number line.	Match equivalent fractions using manipulatives and/or on a number line.	Identify equivalent fractions using manipulatives and/or on a number line. Determine whether two fractions are equivalent by using a fraction number line, manipulatives, or technology.
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Grade 3: Mathematics: Number and Operations– Fractions (NF)

MGSE3.NF.3	Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.	
	b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., $\frac{1}{2} = \frac{2}{4}, \frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	
Least complex		Most complex

	Match equivalent fractions represented by manipulatives and/or on a number line.	Identify equivalent fractions using manipulatives and/or on a number line.	Create equivalent fractions using manipulatives or on a number line.

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Grade 3: Mathematics: Number and Operations– Fractions (NF)

MGSE3.NF.3	Explain equivalence of fractions through reasoning with visual fraction models. 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 $3 = \frac{6}{2}$ (3 wholes is equal to six halves); recognize that $\frac{3}{1} = 3$; locate $\frac{1}{4}$ and 1 at the same point of a number line diagram.	
Least complex		Most complex

	Manipulate equal parts of an object to create a whole.	Manipulate equal parts of two or more whole objects to make equivalent whole numbers.	Identify fractions that are equivalent to whole numbers by manipulating equal parts of two or more whole objects.

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Grade 3: Mathematics: Number and Operations– Fractions (NF)

MGSE3.NF.3	Explain equivalence of fractions through reasoning with visual fraction models. 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.
Least complex	Most complex

Communicate a step needed to compare fractions. Manipulate materials that represent different fractions.	Compare fractions of the same whole to determine which is larger.	Compare fractions using the terms “greater than”, “less than”, or “equal to”. Compare parts of a whole (quarters, thirds, halves) to determine relative size of each $(\frac{1}{2}, \frac{1}{3}, \frac{1}{4})$ using manipulatives or visual models.	Order fractions on a number line. Order fractions utilizing manipulatives or visual models. Record results of the comparisons of two fractions using symbols (<, =, >).
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.MD.1	Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation of a clock face, etc.
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	Identify time on a digital clock. Solve word problems involving elapsed time intervals in hours.	Determine intervals of time before and after a given time in half-hour intervals (e.g., what time is 30 minutes before 2:30?).	Determine intervals of time before and after a given time in quarter-hour intervals (e.g., what time is 15 minutes after 2:30?). Solve word problems involving addition and subtraction of time in minutes.
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
Least complex	
Most complex	

<p>Respond differentially to identify where a data set is to be added to a picture or bar graph.</p> <p>Communicate a step needed to draw a scaled graph.</p> <p>Communicate a step needed to solve a problem related to data presented in a scaled graph.</p> <p>Manipulate materials representing data to be added to a graph.</p>	<p>Identify pictures representing different data sets to be utilized within a picture graph.</p> <p>Answer questions about “more” and “less” using graph data with two data sets (e.g., which set has more?).</p>	<p>Identify the scale of pictures/squares within a given scaled picture or scaled bar graph with different data sets (e.g., each square in this set represents 5 pets).</p> <p>Answer questions about “more”, “less”, “most”, “least”, “equal” using graph data with three or more data sets (e.g., which set has the most?).</p>	<p>Develop a scaled picture or bar graph given manipulatives.</p> <p>Answer questions based on a scaled picture and/or bar graph.</p>
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.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.
Least complex	
Most complex	

<p>Communicate a step needed to generate length measurement data.</p> <p>Communicate a step needed to develop a line graph related to measurement data.</p> <p>Manipulate materials to generate measurement data.</p> <p>Manipulate materials to generate a line graph related to measurement data.</p>	<p>Record measurement data to the nearest inch.</p> <p>Record measurement data on a dot plot utilizing whole inches.</p>	<p>Record measurement data to the nearest $\frac{1}{2}$ inch.</p> <p>Construct a line plot on which to record data to the $\frac{1}{2}$ inch.</p> <p>Show data of recorded measurements on a line plot to the nearest $\frac{1}{2}$ inch.</p>	<p>Record measurement data to the nearest inch.</p> <p>Construct a line plot on which to record data to the nearest inch.</p> <p>Show data of recorded measurements on a line plot to the nearest $\frac{1}{4}$ inch.</p>
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.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.
Least complex	
	Most complex

	Choose “unit squares” from an array of items (e.g., circles, triangles, unit squares).	Sort unit squares based upon size.	Place only unit squares of the same size to cover an area (e.g., given unit squares of 2 sizes, choose only 1 size to cover an area).
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.
	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.
Least complex	Most complex

Communicate a step needed to place or count unit squares within a plane figure. Manipulate unit squares being placed within a plane figure.	Place unit squares without gaps or overlaps in a plane figure.	Place unit squares without gaps or overlaps in a plane figure, then count the total number of units.	Place unit squares without gaps or overlaps in different sizes of plane figures, then count the total number of units for each.
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
Least complex	Most complex

Communicate a step needed to place or count unit squares within a plane figure. Manipulate unit squares being placed within a plane figure.	Place unit squares without gaps or overlaps in a plane figure.	Place unit squares without gaps or overlaps in a plane figure, then count the total number of units.	Sort various sizes of unit squares, placing those of similar size into different size plane figures and reporting the results. Measure similar size plane figures utilizing different size unit squares and report the results.
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.MD.7	Relate area to the operations of multiplication and addition.
	a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
Least complex	Most complex

Communicate a step needed to place or count unit squares within a plane figure. Manipulate unit squares being placed within a plane figure.	Identify the rectangle which shows the area of two combined smaller tiled rectangles (e.g., match the 4x4 and 4x3 rectangles to the 4x7 and not a 4x3 rectangle).	Find the area of a rectangular plane by repeated addition of either columns or rows of tiles that comprise a rectangle (e.g., add tiles in a 3 by 4 rectangle to show that $3 + 3 + 3 = 12$ square units or $4 + 4 + 4 = 12$ square units).	Separate tiles within a rectangle representing a $(b+c)$ into two smaller rectangles representing $a \times b$ and $a \times c$. (e.g., separate a 4×5 $(a(b+c))$ rectangle into one 4×2 $(a \times c)$ rectangle).
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.MD.7	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, and represent whole-number products as rectangular areas in mathematical reasoning.
Least complex	Most complex

Communicate a step needed to place or count side lengths of a tiled rectangle found in the classroom, school or community. Manipulate unit squares being placed within a rectangle found in the classroom, school or community.	Find the area of one or more rectangles found in the classroom, school or community by tiling an area and counting unit squares using manipulatives, technology, or visual models.	Identify the relevant information in real world problems relating to finding areas of rectangles (e.g., size of square units, identification of rectangle, number of rows or units per row).	Find the area of a rectangle given as a real-world word problem (e.g., given size of square units, identification of rectangle, and number of rows or units per row).
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.MD.7	Relate area to the operations of multiplication and addition.
	c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
Least complex	Most complex

	Place tiles without gaps or overlaps in a rectangle.	Count the total number of tiles placed in a rectangle without gaps or overlaps. Identify the side lengths of rectangles utilizing tiles. Identify two smaller rectangles within a larger rectangle (e.g., identify two 3×3 rectangles within a 3×6 rectangle).	Identify the area of two smaller rectangles within a larger rectangle by tiling each with different color tiles. Match a multiplication sentence showing the distributive property to a given rectangle (e.g., a 4×6 rectangle divided into a 4×4 and 4×2 rectangle with $4 \times (4 + 2) = (4 \times 4) + (4 \times 2)$).
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Grade 3: Mathematics: Measurement and Data (MD)

MGSE3.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.
Least complex	
Most complex	

	Match pre-cut lengths to sides of a polygon, and lay end to end on number line to determine perimeter.	Find the perimeter of polygon(s) found in the classroom, school or community.	<p>Identify the difference in area of a variety of rectangular shapes with the same perimeters.</p> <p>Identify the difference in perimeter of a variety of rectangular shapes with the same area.</p>

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Grade 3: Mathematics: Geometry (G)

MGSE3.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.	
Least complex		Most complex

<p>Respond differentially to identify the attributes of shapes.</p> <p>Communicate a response identifying a shape and/or its attribute.</p> <p>Manipulate materials related to different shapes and/or shape attributes.</p>	<p>Match two-dimensional shapes by attributes (e.g., number of sides, number of sides with equal lengths).</p>	<p>Sort two-dimensional shapes by attributes (e.g., number of sides, number of sides with equal lengths).</p>	<p>Categorize shapes (e.g., polygons, circles, squares, triangles, rectangles) presented in an array given the name or characteristic of the shape.</p> <p>Compare shapes by describing their base attributes.</p>
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Grade 3: Mathematics: Geometry (G)

MGSE3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
Least complex	
Most complex	

<p>Respond differentially to partition shapes into parts with equal areas.</p> <p>Communicate a step needed to divide a shape into equal parts or count the number of parts.</p> <p>Manipulate materials that demonstrate shapes divided into equal parts.</p>	<p>Separate one shape (circle, triangle, squares or rectangle) into two, three and four parts (“halves”, “thirds”, and “quarters”) using manipulatives.</p>	<p>Separate two shapes (circles, triangle, squares or rectangle) into “halves”, “thirds”, and “quarters” using manipulatives.</p> <p>Identify the equal part needed to complete a given shape (e.g., identify $\frac{1}{2}$ a circle to complete the other half given).</p>	<p>Separate three or more shapes (circles, triangles, squares, or rectangles) into “halves”, “thirds”, and “quarters”.</p>
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Fourth Grade: English/Language Arts and Mathematics

Grade 4: ELA: Language and Foundations (L)

ELAGSE4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a.	Choose words and phrases to convey ideas precisely.
Least complex	Most complex

	Identify a word to convey an idea.	Identify multiple words or a phrase to convey an idea.	Develop an idea with given words/phrases.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 4: ELA: Language and Foundations (L)

ELAGSE4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
Least complex			Most complex
	Match formal/informal statements with the appropriate context.	Sort formal/informal statements based upon contexts.	Develop multiple formal and informal statements to be utilized in different contexts.

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Grade 4: ELA: Language and Foundations (L)

ELAGSE4.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.
	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
Least complex	Most complex

	Match unknown word/phrase to possible meaning found within the sentence/paragraph.	Identify the context or statement which may provide a clue to the meaning of an unknown word or phrase.	Define unknown word/phrase within a sentence using context clues.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Language and Foundations (L)

ELAGSE4.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.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Least complex	
	Most complex

	Match key words from a text to entry from a print/digital/teacher-made dictionary, glossary, or thesaurus.	Find key words/phrases within a print/digital/teacher-made dictionary, glossary, or thesaurus.	Define key words/phrases found within a print/digital/teacher-made dictionary, glossary, or thesaurus.
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Grade 4: ELA: Language and Foundations (L)

ELAGSE4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
Least complex	Most complex



	Match a given simile to a character or an item in a text (e.g., Was the girl as pretty as a picture or bouncy like a ball?).	Match a simile or metaphor found in a text with a possible meaning.	Identify similes and metaphors within a text. Identify a possible meaning for a simile or metaphor within a text.
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Grade 4: ELA: Language and Foundations (L)

ELAGSE4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
b.	Recognize and explain the meaning of common idioms, adages, and proverbs.
Least complex	Most complex

	Match a common idiom, adage, or proverb with possible meaning.	Identify a common idiom, adage, or proverb.	Identify the meaning of a common idiom, adage, or proverb.
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Grade 4: ELA: Language and Foundations (L)

ELAGSE4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
Least complex			Most complex
	Match a word with a synonym.	Match a word with either an antonym or synonym.	Identify both an antonym and a synonym of a word.

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Grade 4: ELA: Language and Foundations (L)

ELAGSE4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
Least complex		Most complex

	<p>Identify general academic and domain-specific vocabulary.</p> <p>Match signal words for actions and/or emotions to pictures (e.g., talking, happy).</p>	<p>Complete a statement/sentence using general academic and domain-specific vocabulary.</p> <p>Complete a statement/sentence using words or phrases that signal actions or emotions.</p>	<p>Produce a statement/sentence using general academic and domain-specific vocabulary.</p> <p>Produce a sentence using words that signal actions and emotions.</p>
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Grade 4: ELA: Reading Foundational (RF)

ELAGSE4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
a.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.
Least complex	Most complex

	Identify the common letter(s) within known and unfamiliar words that can assist with decoding.	Identify key features of unfamiliar words that will assist with reading (e.g., letter-sound correspondences, morphology).	Utilize one phonic or word analysis skill to decode unfamiliar words.
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Grade 4: ELA: Reading Foundational (RF)

ELAGSE4.RF.4	Read with sufficient accuracy and fluency to support comprehension.
a.	Read on-level text with purpose and understanding.
Least complex	Most complex

	Answer basic comprehension questions (who, what, where, and/or when) based upon an adapted text with grade level content.	Find text which answers a comprehension question within an adapted text with grade level content.	Answer complex comprehension questions (how and/or why) in relation to an adapted text with grade level content.
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Grade 4: ELA: Reading Foundational (RF)

ELAGSE4.RF.4	Read with sufficient accuracy and fluency to support comprehension.
	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Least complex	Most complex

	State a given repeated line when prose or poetry is read aloud	Identify a repeated line within prose or poetry.	Identify and state one or more repeated lines at the appropriate times within prose or poetry.
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Grade 4: ELA: Reading Foundational (RF)

ELAGSE4.RF.4	Read with sufficient accuracy and fluency to support comprehension.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Least complex	Most complex

	Reread a phrase/sentence within a text when prompted to correct a mistake.	Identify a mistake made while reading.	Self-correct a mistake made while reading.
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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Least complex	Most complex

<p>Respond differentially to answer a question about an informational text.</p> <p>Communicate a response to answer a question about an informational text.</p> <p>Touch or manipulate materials to answer a question about an informational text.</p> <p>Identify material related to an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p> <p>Identify one or more details from an informational text.</p>	<p>Find text which answers a question within an informational text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to an informational text (e.g., how and/or why) by stating the appropriate part of informational text.</p> <p>Identify statement(s) within the informational text to answer a question requiring an inference (e.g., if the text was about different dogs and their characteristics, "Which one might make the best pet?")</p>
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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.RI.2		Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
Least complex		Most complex	
Communicate a response to provide the main idea of an informational text.	Identify key events in an informational text.	Identify the main idea of an informational text.	Identify the main idea of an informational text and two or more key events which support that idea.
Communicate a response to provide a key detail of an informational text.		Identify the main idea of an informational text and at least one key event which supports that idea.	

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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.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.
Least complex	
Most complex	

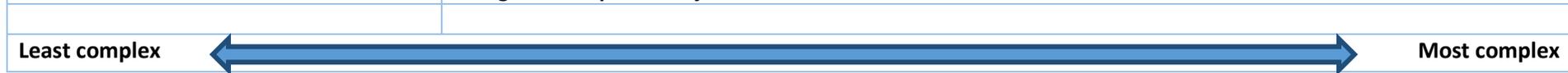
Communicate a response to explain a part of an informational text.	Identify one or more individuals, events, or activities from an informational text.	Sequence (e.g., first/last, cause/effect) a series of events or activities in an informational text.	<p>State what happened in the text and identify a statement/passage from the text that indicates "why".</p> <p>Answer complex comprehension questions in relation to an informational text (e.g., how and/or why) by stating the appropriate part of the text.</p>
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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.RI.4	Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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<p>Communicate a response giving the meaning of general academic or domain-specific words and phrases within an informational text.</p> <p>Touch or manipulate materials representing general academic and domain-specific words and phrases within an informational text.</p>	<p>Locate academic and domain-specific words within an informational text.</p>	<p>Match words with sentence/phrases giving the meaning as found in an informational text.</p> <p>Determine if the meaning of a word can be identified by information found in an informational text.</p>	<p>Identify sentence/phrases giving the meaning of academic and domain-specific words within an informational text.</p> <p>Answer questions about unknown words or phrases by utilizing phrases/sentences found in an informational text.</p> <p>Determine if the meaning of a word can be identified by information found in an informational text or if an outside source is necessary.</p>
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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.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.
Least complex	
Most complex	

	Identify one or more individuals, events, or activities from an informational text.	Match information within a piece of informational text based upon the overall structure (e.g., information that can be compared, or a statement about the problem and the solution).	Identify the overall structure (i.e., chronological, comparison, cause/effect, problem/solution) of an informational text. Sequence (e.g., first/last, cause/effect) a series of events or activities in an informational text. Group information as appropriate for the format of an informational text.

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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.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.			
Least complex				Most complex
	Match statements from firsthand and secondhand accounts describing the same event.	Identify the description of a specific event or topic in a firsthand and secondhand account.	Sort statements which describe a specific event as firsthand or secondhand.	

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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.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.	
Least complex		Most complex

<p>Respond differentially to identify an illustration from an informational text.</p> <p>Communicate a response stating information gained from an illustration from an informational text.</p> <p>Touch or manipulate an illustration to answer a question about an informational text.</p>	<p>Locate a piece of visual or quantitative information within an informational text by matching to item shown.</p>	<p>Locate a piece of visual or quantitative information within an informational text which depicts a given aspect of the text (where, when, how many, key events).</p>	<p>Use a piece of visual or quantitative information in an informational text to identify its key ideas.</p> <p>Identify part(s) of a piece of visual or quantitative information found in an informational text which describe an aspect of the text.</p>
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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
Least complex	Most complex

Communicate a response to explain a reason or evidence used to support a particular point in an informational text.	Identify common words/phrases related to a particular idea/point within different sections of an informational text.	Match reasons and evidence from an informational text to an author's point.	Sort reasons and evidence by author's points within an informational text.
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Grade 4: ELA: Reading Informational (RI)

ELAGSE4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
Least complex			Most complex
Communicate a response to make a statement related to the same topic from two different informational texts.	<p>Match items/statements from two different informational texts to answer basic comprehension questions (who, what, where, and/or when).</p> <p>Match statements related to the same topic from two different informational texts and add to written piece or conversation.</p>	<p>Identify items/statements from two different informational texts to answer basic comprehension questions (who, what, where, and/or when).</p> <p>Identify specific statements related to the same topic from two different informational texts and add to a written piece or conversation.</p>	<p>Identify items/statements from two different informational texts to answer complex comprehension questions in relation to an informational text (e.g., how and/or why).</p> <p>Sort statements related to the same topic from two different informational texts and add to written piece or conversation.</p>

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
Least complex			Most complex
<p>Respond differentially to answer a question about a literary text.</p> <p>Communicate a response to answer a question about a literary text.</p> <p>Touch or manipulate materials answering a question about a literary text.</p> <p>Identify material related to a literary text.</p>	<p>Identify events from a literary text.</p> <p>Identify one or more details from a literary text.</p> <p>Answer basic comprehension questions in relation to a literary text.</p>	<p>Locate key details within a literary text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer questions about a specific sequence in a literary text (story, drama, or poem).</p> <p>Answer complex comprehension questions in relation to a literary text (e.g., how and/or why) by stating the appropriate part of the text.</p> <p>Identify a statement within a literary text which provides information needed to make an inference.</p>

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Least complex	Most complex

Communicate a response to provide the main idea of a literary text.	Identify events that occurred within a literary text.	Match key events found in a literary text to a possible theme.	Identify a theme from a literary text.
Communicate a response to provide a key event within a literary text.		Identify events that occurred at the beginning or a story, drama, or poem, and one additional event (middle or end).	Sequence key events found in a literary text to provide a summary of the text.

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.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).		
Least complex			Most complex
<p>Respond differentially to describe the character in a literary text.</p> <p>Communicate a response describing a character in a literary text.</p> <p>Touch or manipulate materials describing a character in a literary text.</p>	<p>Identify the main character(s) in a literary text.</p> <p>Identify the setting(s) in a literary text.</p> <p>Identify specific events in a literary text.</p>	<p>Match the description of the main character with an action/event in a literary text.</p> <p>Match the setting with its description within a literary text.</p>	<p>Sort descriptions (including thoughts, words, or actions) of characters in a literary text.</p> <p>Match description(s) of characters with an action/event in a literary text.</p>

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.RL.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).		
Least complex			Most complex
<p>Communicate a response stating the meaning of words and phrases within a literary text.</p> <p>Touch or manipulate materials representing words and phrases used within a literary text.</p>	Match specific words/phrases within a literary text.	Match words with sentence/phrases giving the meaning as found within a literary text.	<p>Identify the meaning of words, phrases as found within a literary text.</p> <p>Answer questions about unknown words or phrases by utilizing phrases/sentences found in a literary text.</p>

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.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.			
Least complex				Most complex
	Identify prose (reading a story) vs. drama (a video of a scene from a drama or play).	Identify poem vs. story vs. drama and match to a characteristic that identifies it.	Identify a specific part of a literary story, drama, or poem (i.e., second chapter, third scene, last stanza). Match literary terms and examples (e.g., stanza, scene, chapter) to the types of literary text (story, drama/play, poem) in which they are found.	

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
Least complex			Most complex
	Identify the narrator of a literary text. Identify the character who is “speaking” in a literary text.	Match point(s) of view with the character(s) in a literary text. Identify words/phrases/sentences from a literary text which describe the narrator’s or character’s point of view.	Identify the narrator’s or character’s point of view in reference to a literary text. Sort words/phrases/sentences which relate to the narrator’s or character’s point of view from literary stories.

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.			
Least complex				Most complex
Communicate a response indicating a connection between the text of a story or drama and a visual or oral presentation.	Identify whether specific characters, settings, and/or actions found in the original literary text are also found in the multimedia adaptation.	Sort literary aspects (e.g., characters, setting, actions, tones) based upon whether those aspects are found in the original literary text, multimedia adaptation, or both.	Match character(s), settings, and actions found within a literary text and its multimedia adaptation.	

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Grade 4: ELA: Reading Literary (RL)

ELAGSE4.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.			
Least complex				Most complex
	Identify the theme or topic in one literary story, myth, or traditional literature.	Identify aspects of characters or events within a literary text that relate to the theme (e.g., good vs. evil-match events and/or characters to good/evil.)	Identify common themes in multiple literary texts (stories, myths, and traditional literature).	

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Grade 4: ELA: Writing (W)

ELAGSE4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i>
Respond differentially to an object or statement which provides an introduction. Communicate a response which provides an introduction. Touch or manipulate material which provides an introduction.	Identify a statement/sentence which introduces a topic or text. Identify a statement/sentence which provides an opinion on the topic or text.	Create an organizational structure showing the introduction, the opinion and one statement related to ideas which support the opinion. Complete a statement/sentence which introduces a topic or text. Complete a sentence which provides an opinion on a topic or text. Identify the most appropriate sentence to introduce and/or state an opinion.	Create an organizational structure which organizes the introduction, one or more opinions, and one reason for each opinion. Develop a sentence(s) to introduce a topic or text. Develop one or more sentences which provide an opinion. Identify sentences which introduce and/or state an opinion from a variety of options (e.g., introduction, opinion, reasons).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Writing (W)

ELAGSE4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	b. Provide reasons that are supported by facts and details.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written opinion piece:</i>
Respond differentially to an object or statement which provides a reason for an opinion. Communicate a response which provides a reason for an opinion. Touch or manipulate material which provides a reason for an opinion.	Match opinion statement/sentences with supporting reasons.	Complete a statement/sentence which provides a reason for an opinion.	Produce a statement/sentence which provides a reason for an opinion.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Writing (W)

ELAGSE4.W.1		Write opinion pieces on topics or texts, supporting a point of view with reasons.	
		c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written opinion piece:</i>
	Add a provided linking word/phrase within a sentence to connect an opinion and reason.	Identify and add a single linking word/phrase within a sentence to connect an opinion and reason.	Identify and add the most appropriate linking word/phrase within a sentence to connect an opinion and reason.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Writing (W)

ELAGSE4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	d. Provide a concluding statement or section related to the opinion presented.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written opinion piece:</i>
Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence. Identify the most appropriate concluding sentence(s).	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction, reasons for an opinion).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Writing (W)

ELAGSE4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>
Respond differentially to an object or statement which provides an introduction. Communicate a response which provides an introduction. Touch or manipulate material which provides an introduction.	Identify an introductory statement/sentence. Identify two or more statements/sentences related to the topic. Choose an illustration which relates to a specific statement/sentence.	Complete an introductory statement/sentence. Group statements/sentences detailing an aspect to complete two sections of an informative/explanatory piece. Choose headings which relate to specific sections of the text.	Develop an introductory sentence. Group statements/sentences detailing an aspect to complete multiple sections of an informative/explanatory piece. Identify the most appropriate aid to comprehension for a specific paragraph and/or section.

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Grade 4: ELA: Writing (W)

ELAGSE4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides information. Communicate a response which provides information. Touch or manipulate material which provides information about a topic.	Identify a statement/sentence which describes the subject. Identify one fact or quote which provides detail.	Complete a sentence which describes the subject. Identify one or more sentences which best develops the topic.	Develop one or more sentences which describes the subject. Identify sentences which develop a topic when given a variety of options (e.g., opinions, sentences on another topic).

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Grade 4: ELA: Writing (W)

ELAGSE4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
Least complex	Most complex



<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>
	Add a provided linking word/phrase to connect two ideas.	Identify and add a single linking word/phrase to connect two ideas.	Identify and add the most appropriate linking word/phrase to connect two ideas.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Writing (W)

ELAGSE4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>
Respond differentially to an object or statement related to precise and domain-specific vocabulary. Communicate a response which includes precise and domain-specific vocabulary. Touch or manipulate material related to statements including precise and domain-specific vocabulary.	Identify a single precise or domain-specific word to add to a statement/sentence,	Complete sentences about a topic with precise and/or domain-specific vocabulary.	Develop sentences about a topic utilizing precise and/or domain-specific vocabulary.

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Grade 4: ELA: Writing (W)

ELAGSE4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	e. Provide a concluding statement or section related to the information or explanation presented.
Least complex	Most complex



<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence. Identify the most appropriate concluding sentence.	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction of a text, reasons for an opinion).

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Grade 4: ELA: Writing (W)

ELAGSE4.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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>
<p>Respond differentially to an object or statement which introduces a situation, narrator, or character.</p> <p>Communicate a response which introduces a situation, narrator, or character.</p> <p>Touch or manipulate material which introduces a situation, narrator, or character.</p>	<p>Create an event sequence showing the introduction and conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Identify a statement/sentence which describes one or more characters of a real or imagined event.</p> <p>Identify a statement/sentence which describes a situation/setting of a real or imagined event.</p>	<p>Create an event sequence showing the introduction, one event, and a conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Complete a statement/sentence which describes one or more characters of a real or imagined event.</p> <p>Complete a statement/sentence which describes a situation/setting of a real or imagined event.</p> <p>Choose the sentence(s) which best describes the character and/or situation to begin a narrative.</p>	<p>Create an event sequence showing the introduction, multiple events, and a conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Produce a sentence which describes one or more characters of a real or imagined event.</p> <p>Produce a sentence which describes a situation/setting of a real or imagined event.</p> <p>Choose the sentences which describe the character and/or situation to begin a narrative given a variety of options (e.g., conversations or conclusion).</p>

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Grade 4: ELA: Writing (W)

ELAGSE4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>
	Identify a statement/sentence which describes the action of a character.	Complete a sentence which describes the action of a character.	Produce a sentence which describes the action of a character.
	Identify a statement/sentence which describes an event.	Complete a sentence which describes an event.	Produce a sentence which describes an event.
	Identify a dialogue statement/sentence for a character.	Complete a dialogue sentence for a character.	Produce dialogue for characters appropriate to a given situation.
			Sequence sentences which describe events and the response of the characters.

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Grade 4: ELA: Writing (W)

ELAGSE4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	c. Use a variety of transitional words and phrases to manage the sequence of events.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>
	Add provided transitional word/phrase to connect two events.	Identify and add a transitional word/phrase to connect two events.	Complete sentences with transitional words/phrases to connect events.

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Grade 4: ELA: Writing (W)

ELAGSE4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>
Respond differentially to an object or statement which adds a sensory detail. Communicate a response which adds a sensory detail. Touch or manipulate material which adds a sensory detail.	Identify a word or phrase related to a sensory detail of an event for addition to a sentence/statement.	Complete a sentence/statement with word(s) or phrase related to a sensory detail of an event.	Develop a sentence with words/phrases related to sensory details of an event.

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Grade 4: ELA: Writing (W)

ELAGSE4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	e. Provide a conclusion that follows from the narrated experiences or events.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>
Respond differentially to an object or statement which provides a sense of closure. Communicate a response which provides a sense of closure. Touch or manipulate material which provides a sense of closure.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence. Identify the most appropriate concluding sentence.	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., beginning event, description of character, or setting).

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Grade 4: ELA: Writing (W)

ELAGSE4.W.5		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
Least complex		Most complex	
<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>
Respond differentially to indicate the desire to change part of a written piece. Respond differentially to indicate completion of a written piece. Communicate a response regarding revision or completion of a written piece.	Identify one or more statements/sentences to revise.	Identify one or more sentences to revise and ask for suggestions.	Identify one or more sentences to revise and make revisions.

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Grade 4: ELA: Writing (W)

ELAGSE4.W.7		Conduct short research projects that build knowledge through investigation of different aspects of a topic.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>
Respond differentially to an object or statement which relates to a research project topic. Communicate a response which relates to a research project topic. Touch or manipulate material which relates to a research project topic.	Identify information about a research project as found in different resources.	Record information about a research project as found in different resources.	Record information related to two or more different aspects of a research project.

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Grade 4: ELA: Writing (W)

ELAGSE4.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.	
Least complex		Most complex	
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p> <p>Respond differentially to an object or statement which relates to an experience.</p> <p>Communicate a response which relates to an experience.</p> <p>Touch or manipulate material which relates to an experience.</p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p> <p>Identify a statement/sentence that recalls an experience.</p> <p>Identify a statement/sentence that relates information from a print or digital source.</p> <p>Identify a statement/sentence which identifies the category of given facts.</p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p> <p>Complete a sentence that recalls an experience.</p> <p>Complete a sentence that relates information from a print or digital source.</p> <p>Complete a sentence which identifies categories of given facts.</p>	<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p> <p>Produce a sentence that recalls an experience.</p> <p>Produce a sentence that relates information from a print or digital source.</p> <p>Produce sentences which identify categories of given facts.</p>

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Grade 4: ELA: Writing (W)

ELAGSE4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	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]).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about a literary text:</i>
Respond differentially to an object or statement which relates to relevant information from a literary text. Communicate a response which relates to relevant information from a literary text. Touch or manipulate material which relates to relevant information from a literary text.	Identify a statement/sentence which includes appropriate evidence from a literary text.	Complete a sentence with appropriate evidence which relates to information from a literary text. Choose the most appropriate/relevant statement/sentence from a literary text that best fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from a literary text. Choose appropriate/relevant sentences from a literary text that best fits a writing prompt.

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Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Writing (W)

ELAGSE4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	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”).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about an informational text:</i>
Respond differentially to an object or statement which relates to relevant information from an informational text. Communicate a response which relates to relevant information from an informational text. Touch or manipulate material which relates to relevant information from an informational text.	Identify a statement/sentence which includes appropriate evidence from an informational text.	Complete a sentence with appropriate evidence which relates to information from an informational text. Choose the most appropriate/relevant statement/sentence from an informational text that best fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from an informational text. Choose appropriate/relevant sentences from an informational text that best fit a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Least complex	Most complex

<i>Using the student’s primary mode of communication:</i>	<i>Using the student’s primary mode of communication with multiple teachers/peers:</i>	<i>Using the student’s primary mode of communication with multiple people and on different topics:</i>	<i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify multiple statements to be utilized within a discussion. Present a statement at the appropriate time within a discussion.	Present a previously identified statement related to a given topic within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly
	b. Follow agreed-upon rules for discussions and carry out assigned roles.
Least complex	
	Most complex

<i>Using the student’s primary mode of communication:</i>	<i>Using the student’s primary mode of communication with multiple teachers/peers:</i>	<i>Using the student’s primary mode of communication with multiple people and on different topics:</i>	<i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Provide a statement to another person.	Respond to a question or statement in a one-on-one discussion when called upon.	Respond to a question when asked in a group- or teacher-led discussion. Initiate a statement in a one-on-one discussion using turn taking.	Initiate a statement or question in a group- or teacher-led discussion at an appropriate time. Respond to statements/questions of others in a group- or teacher-led discussion at an appropriate time.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly
	c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
Least complex	Most complex

<i>Using the student’s primary mode of communication:</i>	<i>Using the student’s primary mode of communication with multiple teachers/peers:</i>	<i>Using the student’s primary mode of communication with multiple people and on different topics:</i>	<i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify an answer or question to be used within discussion. Answer a question within a discussion. Provide a comment during a discussion.	Ask a chosen question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.	Ask a chosen question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.	Ask a chosen question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly
	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Least complex	Most complex

<i>Using the student’s primary mode of communication:</i>	<i>Using the student’s primary mode of communication with multiple teachers/peers:</i>	<i>Using the student’s primary mode of communication with multiple people and on different topics:</i>	<i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify an idea to be used within a discussion. Provide a personal view or idea during a discussion.	Present a prepared idea about a topic within a discussion. Provide a prepared statement related to a personal opinion in a discussion.	Present one key idea about a topic or text within a discussion. Provide a statement related to a personal opinion/idea on a topic within a discussion.	Present key ideas about a topic within a discussion. Provide a statement about a personal opinion/idea on a topic within a discussion.

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Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.2		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Least complex		Most complex	
<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>	<i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i>
Respond differentially to identify a statement which paraphrases information presented in diverse media and formats.	Identify a statement which summarizes information in a text, or information presented in diverse media and formats.	Develop a statement which summarizes information presented in diverse media and formats.	Develop and present statements which summarize information presented in diverse media and formats.

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Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.3		Identify the reasons and evidence a speaker provides to support particular points.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication:</i>	
Respond differentially to identify a reason or evidence provided by a speaker.	Identify a statement made by a speaker. Match a statement made by a speaker to a particular point.	Restate a statement made by a speaker which relates to a point. Identify a point made by a speaker and one reason or piece of evidence given.	List at least two points made by the speaker and match reasons/evidence with the points.

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Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
Least complex			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
<p>Respond differentially to identify a statement to be included in a report.</p> <p>Present one piece of information to others.</p>	<p>Present two pieces of information related to a topic or experience.</p> <p>Present information in an order related to the topic or experience at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Present more than two pieces of information related to a topic or experience.</p> <p>Place and present information in an order related to the topic or experience at hand (e.g., sequence, cause/effect, main idea and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p> <p>Present all pieces of information needed to completely relay a topic, story or experience in an order related to the topic at hand (e.g., sequence, cause/effect, main idea and detail).</p>

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Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
Least complex			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	Identify a multimedia component or visual display to include during a presentation. Utilize multimedia components within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include during a presentation. Utilize multimedia components within a presentation.	Identify multimedia which emphasizes salient points to include during a presentation. Utilize multimedia components within a presentation.

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Grade 4: ELA: Speaking and Listening (SL)

ELAGSE4.SL.6		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	
<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>			
Respond differentially to identify an idea to be included in a discussion. Present a piece of information to others.	Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).

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Grade 4: Mathematics: Operations and Algebraic Thinking (OA)

MGSE4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	
Least complex		Most complex

<p>Communicate a step needed to solve word problems involving multiplication or division.</p> <p>Manipulate materials as they are utilized to solve word problems involving multiplication or division.</p>	<p>Group items leading to solving a word problem involving multiplicative comparison (e.g., make 2 groups of 2 pencils when given the problem "Joe has 2 pencils. Sam has 2 times as many. How many does Sam have?")</p>	<p>Count grouped items leading to solving a word problem involving a multiplicative comparison (e.g., make and count 2 groups of 2 pencils when given the problem, "Joe has 2 pencils. Sam has 2 times as many. How many does Sam have?")</p>	<p>Match correct number sentences using symbols for the unknown to a multiplicative or additive comparison (e.g., Joe has 3 times as many sisters as Harry. Harry has one sister. $(3 \times 1 = s)$ or Joe has two more sisters than Sam. Sam has two sisters. $(2 + 2 = s)$).</p>
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Grade 4: Mathematics: Operations and Algebraic Thinking (OA)

<p>MGSE4.OA.3</p>	<p>Solve multistep word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	
<p>Least complex</p>		<p>Most complex</p>

<p>Communicate a step needed to solve word problems.</p> <p>Manipulate materials as they are utilized to solve word problems.</p>	<p>Solve a one-step problem involving addition or subtraction.</p> <p>Identify the missing number in an addition or subtraction problem using manipulatives or drawings.</p>	<p>Solve a two-step word problem involving addition or subtraction.</p> <p>Identify number sentences derived from two-step word problems using letters or symbols for the unknown quantity.</p>	<p>Solve two-step word problems involving any of the four operations to 20.</p> <p>Match number sentences using letters or symbols for the unknown quantity to two-step word problems.</p> <p>Determine the reasonableness of an answer to an addition or subtraction problem using estimation strategies of “more” and “less”.</p>
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Grade 4: Mathematics: Operations and Algebraic Thinking (OA)

<p>MGSE4.OA.5</p>	<p>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. Explain informally why the pattern will continue to develop in this way. 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.</p>	
<p>Least complex</p>		<p>Most complex</p>

<p>Respond differentially to identify the next item needed to extend a number or shape pattern.</p> <p>Communicate a step needed to generate or continue a number or shape pattern.</p> <p>Manipulate materials to extend a number or shape pattern.</p>	<p>Reproduce a given number pattern.</p> <p>Reproduce a given shape pattern.</p> <p>Extend repeating shape patterns, given a model or example.</p> <p>Extend simple repeating number patterns, given a model or example.</p>	<p>Match a number or shape pattern to a given rule.</p> <p>Extend a shape pattern with three or more shapes (e.g., square, circle, triangle).</p> <p>Extend an addition or subtraction pattern (e.g., adding by 2s, subtracting by 3s) to 20.</p>	<p>Complete a pattern, starting from a given number and based on a given rule.</p> <p>Identify the rule of a given number or shape pattern.</p> <p>Create a simple addition or subtraction pattern.</p>
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Grade 4: Mathematics: Number and Operations in Base Ten (NBT)

MGSE4.NBT.1	Recognize that in a multi-digit whole number, a digit in any 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.
Least complex	

	<p>Match base-ten materials to the place within a multi-digit whole number (e.g., one block to the ones place, ten block to the tens place, hundred block to the hundreds place).</p>	<p>Exchange base-ten materials to show the representation of 10s (e.g., exchange ten one-blocks for one ten-block).</p> <p>Identify the multi-digit whole number represented by given base-ten blocks.</p> <p>Compose and decompose multi-digit numbers by their place values using expanded form and base-ten materials.</p>	<p>Exchange base-ten materials to show the representation of 100s (e.g., exchange 20 ten-blocks for 2 hundred-blocks).</p> <p>Identify the three-digit whole number demonstrated using given place value manipulatives, (e.g., 30 tens and 20 ones represents the number 320).</p>
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Grade 4: Mathematics: Number and Operations in Base Ten (NBT)

MGSE4.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.
Least complex	
Most complex	

	<p>Match a multi-digit number with another form of the number (e.g., number names or expanded form).</p> <p>Compare two numbers within 10 using “more than”, “Less than”, or “equal to”.</p>	<p>Match a multi-digit number with two other forms of the number (e.g., number names and expanded form).</p> <p>Compare two numbers within 100 using “more than”, “less than”, or “equal to”.</p> <p>Compose and decompose multi-digit numbers by their place values using expanded form and base-ten materials.</p>	<p>Show numbers in expanded form (e.g., 1,111 can be shown as 1,000 + 100 + 10 + 1; 6,125 can be shown as 6,000 + 100 + 20 + 5).</p> <p>Compare numbers within 1,000 using the symbols >, <, and =.</p>
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Grade 4: Mathematics: Number and Operations in Base Ten (NBT)

MGSE4.NBT.3		Use place value understanding to round multi-digit whole numbers to any place.	
Least complex		Most complex	
	Identify the place/numeral which leads to the rounding of whole two-digit numbers to the nearest 10 (e.g., give the number 43, 3 is the number used to round up or down).	Identify the place/numeral which leads to the rounding of whole three-digit numbers to the nearest 100. Round whole two-digit numbers to the nearest 10.	Identify the place/numeral which leads to the rounding of whole three-digit numbers to the nearest 10 and 100. Round whole three-digit numbers to the nearest 100.

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Grade 4: Mathematics: Number and Operations in Base Ten (NBT)

MGSE4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
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	<p>Multiply a one-digit number by a one-digit number using manipulatives.</p> <p>Multiply a one-digit number by 10 using base-ten materials using manipulatives.</p>	<p>Multiply a one-digit number by a two-digit number.</p> <p>Multiply a two-digit number by 10 using base-ten materials using manipulatives.</p>	<p>Multiply a two-digit number by a two digit-number.</p>
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Grade 4: Mathematics: Number and Operations in Base Ten (NBT)

MGSE4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
Least complex			Most complex
	Divide up to a two-digit number by a one-digit number without remainders using manipulatives.	Divide up to a three-digit number by a one-digit number without remainders.	Solve three-digit by one digit division problems with a quotient that is a multiple of ten, using reasoning about place value (e.g., $420 \div 7 = 60$ because $42 \div 7$ is 6 and 42 tens divided by 7 is 6 tens).

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Grade 4: Mathematics: Number and Operations– Fractions (NF)

<p>MGSE4.NF.1</p>	<p>Explain why two or more fractions are equivalent $\frac{a}{b} = (n \times a)/(n \times b)$ ex: $\frac{1}{4} = (3 \times 1)/(3 \times 4)$ by using usual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>
<p>Least complex</p>	<p>Most complex</p>

<p>Respond differentially to identify equivalent fractions.</p> <p>Communicate a step needed to identify equivalent fractions.</p> <p>Communicate a response which identifies equivalent fractions.</p> <p>Manipulate materials that demonstrate equivalent fractions.</p>	<p>Demonstrate fractions equivalent to $\frac{1}{2}$ using manipulatives (e.g., $\frac{2}{4} = \frac{1}{2}$).</p>	<p>Show equivalent fractions using manipulatives (e.g., $\frac{2}{6} = \frac{1}{3}$).</p>	<p>Generate multiple pairs of equivalent fractions using manipulatives.</p>
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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.2	<p>Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions.</p>
Least complex	Most complex

	<p>Determine which of two fractions with like denominators represents a larger part of a whole (e.g., compare $\frac{2}{4}$ and $\frac{3}{4}$).</p>	<p>Determine which of two fractions with different denominators represents a larger part of a whole (e.g., compare $\frac{1}{3}$ and $\frac{1}{2}$).</p>	<p>Determine which of two fractions with different numerators and different denominators represents a larger part of a whole (e.g., compare $\frac{2}{3}$ and $\frac{1}{2}$).</p> <p>Order thirds, quarters and eighths in relation to the benchmark fraction of $\frac{1}{2}$.</p> <p>Compare visual models of fractions using symbols ($<$, $>$, $=$).</p>
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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.3	Understand a fraction $\frac{a}{b}$ with a numerator > 1 as a sum of unit fractions $\frac{1}{b}$.
	a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
Least complex	Most complex

	Add fractions with the same denominator (e.g., $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$).	Add fractions with the same denominator with more than two addends (e.g., showing that $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ or $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{3}{2}$).	Add fractions with the same denominator but with different numerators adding to one whole (e.g., $\frac{3}{5} + \frac{2}{5} = \frac{5}{5}$; $\frac{1}{4} + \frac{3}{4} = \frac{4}{4}$).
		Subtract simple fractions (e.g., $\frac{3}{4} - \frac{1}{4} = \frac{2}{4}$ or $\frac{1}{2}$).	Solve addition and subtraction fraction word problems with the same denominator.

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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.3	Understand a fraction $\frac{a}{b}$ with a numerator > 1 as a sum of unit fractions $\frac{1}{b}$.	
	b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.	
Least complex		Most complex

	Decompose a fraction by showing single parts with the same denominator (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$) using manipulatives.	Decompose a fraction by showing single or multiple parts with the same denominator (e.g., $\frac{3}{5} = \frac{1}{5} + \frac{2}{5}$) using manipulatives.	Decompose a fraction with the same denominator in more than one way (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{1}{4} + \frac{2}{4}$).

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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.3	Understand a fraction $\frac{a}{b}$ with a numerator > 1 as a sum of unit fractions $\frac{1}{b}$.
	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.
Least complex	Most complex

<p>Respond differentially to add and subtract materials representing fractions with like denominators.</p> <p>Communicate a step needed to identify equivalent fractions or add or subtract mixed numbers.</p> <p>Manipulate materials that demonstrate equal parts.</p>	<p>Add fractions with the same denominator (e.g., $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$).</p> <p>Identify the equivalent fraction of a whole number (e.g., $1 = \frac{4}{4}$, $2 = \frac{8}{4}$).</p>	<p>Add fractions with the same denominator with more than two addends (e.g., showing that $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ or $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{3}{2}$).</p> <p>Subtract fractions with the same denominator (e.g., $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$).</p> <p>Identify the equivalent fraction of a mixed number with 1 whole (e.g., $1\frac{1}{4} = \frac{4}{4} + \frac{1}{4} = \frac{5}{4}$).</p>	<p>Add fractions and a mixed number with same denominators (e.g., $1\frac{1}{3} + \frac{1}{3} = 1 + \frac{1}{3} + \frac{1}{3} = 1\frac{2}{3}$).</p> <p>Identify the equivalent fraction of a mixed number before adding or subtracting fractions with the same denominator (e.g., identify $1\frac{1}{3}$ as $\frac{4}{3}$ before completing the equation $1\frac{1}{3} - \frac{2}{3} = x$).</p>
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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.3	Understand a fraction $\frac{a}{b}$ with a numerator > 1 as a sum of unit fractions $\frac{1}{b}$.
	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.
Least complex	Most complex

Respond differentially to add and subtract materials representing fractions with like denominators within word problems.	Identify materials representing whole numbers and fractions needed to solve a word problem.	Manipulate materials representing the same whole as found in a word problem (e.g., divide a whole into the parts following information provided in the word problem).	Solve addition and subtraction fraction word problems with the same denominator.
Communicate a step needed to add or subtract mixed numbers.			
Manipulate materials to add and subtract fractions with like denominators.			

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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model.
	a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.
Least complex	Most complex

Communicate a step needed to show repeated addition of fractions. Manipulate materials that demonstrate the repeated addition of fractions.	Show repeated addition of similar fractions with the numerator of 1 (e.g., $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3}$) using manipulatives.	Show repeated addition of similar fractions (e.g., $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{6}{3}$). Match an equation to a model showing repeated addition (e.g., complete $\frac{6}{3} = 3 \times \frac{2}{3}$ to $\frac{2}{3} + \frac{2}{3} + \frac{2}{3}$).	Multiply a whole number times a non-unit fraction (e.g., $3 \times \frac{2}{4} = \frac{2}{4} + \frac{2}{4} + \frac{2}{4}$) also equals 3 groups of $\frac{2}{4}$ and each $\frac{2}{4} = \frac{1}{4} + \frac{1}{4}$. Complete an equation utilizing information from repeated addition (e.g., complete $\frac{6}{3} = \underline{\quad} \times \underline{\quad}$ using $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{6}{3}$).
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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model.	
	b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times \frac{2}{5}$ as $6 \times \frac{1}{5}$, recognizing this product as $\frac{6}{5}$. (In general, $n \times \frac{a}{b} = \frac{n \times a}{b}$.)	
Least complex		Most complex

Manipulate materials that demonstrate the multiplication of fractions.	Show repeated addition of similar fractions with the numerator of 1 (e.g., $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{3}{3}$) using manipulatives.	Show repeated addition of similar fractions (e.g., $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{6}{3}$).	Multiply a whole number times a non-unit fraction (e.g., $3 \times \frac{2}{4} = \frac{2}{4} + \frac{2}{4} + \frac{2}{4}$ also equals 3 groups of $\frac{2}{4}$ and each $\frac{2}{4} = \frac{1}{4} + \frac{1}{4}$).
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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model.	
	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 $\frac{3}{8}$ 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?	
Least complex		Most complex

	Identify the fraction and whole number needed to solve a word problem.	Create a multiplication or repeated addition equation based upon a word problem.	Solve word problems involving multiplication of fractions by a whole number utilizing repeated addition of the fraction.

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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.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 $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	
Least complex		Most complex

	Identify equivalent fractions with denominators of 10 and 100 (e.g., $\frac{3}{10} = \frac{30}{100}$).	Add two fractions with the denominator of 10 (e.g., $\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$). Show that a fraction with a denominator of ten is equivalent to a fraction with a denominator of 100.	Complete fractions based upon its equivalent (e.g., $\frac{3}{10} = ? / 100$ or $\frac{30}{100} = ? / 10$). Add two fractions with the denominator of 10 or 100 (e.g., $\frac{3}{10} + \frac{4}{100} = \frac{7}{10}$ or $\frac{30}{100} + \frac{40}{100} = \frac{70}{100}$).
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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.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.
Least complex	

	Match a given decimal to decimal on a number line.	Locate a decimal on a number line.	Match decimal notation for fractions with denominators of ten. (e.g., $\frac{2}{10} = 0.2$).

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Grade 4: Mathematics: Number and Operations– Fractions (NF)

MGSE4.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.
Least complex	

	<p>Determine which of two decimals with the base 10 represents a larger part of a whole utilizing a number line (e.g., compare .20 and .80).</p>	<p>Determine which of two decimals with the base of 5 represents a larger part of a whole utilizing a number line (e.g., compare .25 and .75 on a number line and circle graph).</p> <p>Determine which of two decimals with the base of 10 represents a larger part of a whole utilizing different visual models (e.g., compare .20 and .80 on a number line and circle graph).</p>	<p>Determine which of two decimals represents a larger part of a whole (e.g. compare .55 and .60).</p> <p>Compare visual models of decimals using symbols ($<$, $>$, $=$).</p> <p>Determine whether a decimal to the tenth place is larger or smaller than a decimal to the hundredth place (e.g., compare .20 and .02).</p>
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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.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.
	a. Understand the relationship between gallons, cups, quarts, and pints.
Least complex	Most complex

Communicate a response related to relationship between units of liquid measurements. Manipulate materials related to the relationship between liquid measurements.	Identify a smaller measurement which could be utilized to completely fill a larger measurement (e.g., identify that a cup could be used to fill a gallon jug).	Order liquid measures from smallest to largest or from largest to smallest.	Identify the relationship between two liquid measurements (e.g., 2 cups equals 1 pint or 2 pints equals 1 quart).
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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.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.		
	b. Express larger units in terms of smaller units within the same measurement system.		
Least complex			Most complex
	Identify a smaller measurement which could be utilized to completely fill a larger measurement (e.g., identify that minutes are part of an hour).	Order units within a system from largest to smallest. Identify the measurement system which would be utilized to measure an item (e.g., is weight measured in pounds or seconds?)	Identify the relationship between two units in the same system (e.g., one minute equals 60 seconds). Identify the unit within a system which would best measure an item (e.g., which unit would best measure a pencil, a student?)

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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.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.
	c. Record measurement equivalents in a two column table.
Least complex	Most complex

	Identify the units which will be utilized within a two-column table to compare measurements within an activity (e.g., in a recipe, we will compare cups and pints, not cups and minutes).	Identify the relationship between two units in the same system (e.g., one minute equals 60 seconds).	Record measurement equivalents in whole amounts.
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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	
Least complex		Most complex

Communicate a step needed to solve a word problem involving liquid volumes, masses of objects and money.	Identify the type of measurement and materials needed to complete a word problem involving distances, intervals of time, liquid volumes, masses of objects and/or money.	Solve word problems involving addition or subtraction for whole unit measurements of distance, time, volumes, mass and/or money.	Solve word problems involving addition or subtraction of measurements of distance, time, volumes, mass and/or money which include whole numbers, fractions and/or decimals.
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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Solve problems involving addition and subtraction of fractions with common denominators 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.
Least complex	Most complex

	<p>Construct a line plot with measurements in whole numbers.</p> <p>Display a data set of measurement in whole units (e.g., how far each student lives from the school in miles).</p> <p>Identify relevant data needed to solve problems given the whole number data (e.g., who lives closest and furthest from the schools in miles).</p>	<p>Construct a line plot with measurements in whole and half units.</p> <p>Display a data set of measurement including whole and half units (e.g., how far each student can throw a ball in feet and half-foot).</p> <p>Identify relevant data needed to solve problems given the whole number data (e.g., who threw the ball the farthest, what was the difference in distance between the throws of two students).</p>	<p>Construct a line plot with measurements in fractions with the same denominator.</p> <p>Display a data set of measurement including fractions with the same denominator (e.g., how many $\frac{1}{4}$ cups can different sizes of glasses hold?).</p>
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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.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.	
Least complex		Most complex

	Utilize similar size circle wedges to make complete circle.	Utilize circle wedges of various sizes (angles) to make a complete circle.	Match circle wedges of different sizes to the same area in a complete circle.

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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.
	b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
Least complex	Most complex

	Match circle wedges of different sizes.	Match circle wedges of different sizes based upon the degree given (e.g., 90 degree, 45 degree or 120 degree wedges).	Measure angles using labeled circle wedges (e.g., 90 degree, 45 degree or 120 degree wedges).
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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.			
Least complex				Most complex
	Manipulate a protractor to match a given angle.	Choose the angle which is shown by a set protractor.	Use a protractor to sketch an angle.	

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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.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 mathematical problems, e.g., by using an equation with a symbol or letter for the unknown angle measure.	
Least complex		Most complex

	<p>Utilize similar size circle wedges to make complete circle.</p> <p>Utilize similar size circle wedges to make a given part of a circle (e.g., two 45 degree circle wedges to make a 90 degree wedge).</p>	<p>Utilize circle wedges of various sizes (angles) to make a complete circle.</p> <p>Identify the number of similar size circle wedges needed to make a given part of a circle (e.g., two 45 degree circle wedges make a 90 degree wedge).</p>	<p>Decompose a given angle into two or more non-overlapping parts given circle wedges of various angles.</p> <p>Complete an equation by utilizing labeled circle wedges to complete a given part of a circle (e.g., 45 degree circle wedge + x = 90 degree wedge).</p>
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Grade 4: Mathematics: Measurement and Data (MD)

MGSE4.MD.8	Recognize area is additive. Find areas of rectilinear 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.		
Least complex			Most complex
	Utilize similar rectangles to fill the area of a rectilinear figure.	Identify the number of non-overlapping rectangles needed make a rectilinear figure.	Utilize rectangles to fill an irregular rectilinear figure. Identify the number of non-overlapping rectangles needed to make an irregular rectilinear figure.

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Grade 4: Mathematics: Geometry (G)

MGSE4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		
Least complex			Most complex
	<p>Match illustrations of lines, line segments, rays and angles.</p> <p>Match illustrations of perpendicular and parallel lines.</p> <p>Match illustrations of right, acute and obtuse angles.</p>	<p>Match lines and angles to their defining attributes (e.g., perpendicular, parallel, obtuse, acute).</p> <p>Sort lines and angles by two or more attributes.</p> <p>Describe lines and angles using appropriate terms (e.g., perpendicular, parallel, obtuse, acute).</p>	<p>Describe the differences between types of lines and angles (e.g. Parallel lines never touch but perpendicular line intersect).</p> <p>Draw/create points, lines, line segments, rays, angles, perpendicular and parallel lines.</p>

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Grade 4: Mathematics: Geometry (G)

MGSE4.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.
Least complex	
Most complex	

	Match two-dimensional figures with like lines and angles (e.g., right triangle with a right triangle and square with square).	<p>Label lines and angles on two-dimensional figures.</p> <p>Sort two-dimensional figures with like lines and angles (e.g., all right triangles, all squares).</p>	<p>Identify key aspects of two-dimensional figures based upon lines and angles (e.g., square has four angles and two sets of parallel lines).</p> <p>Identify right triangles as having one 90 degree angle (e.g., a right triangle has an angle that looks like a corner of a square).</p>
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Fifth Grade: English/Language Arts, Mathematics, Science, Social Studies

Grade 5: ELA: Language (L)

ELAGSE5.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.
	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Least complex	
	Most complex

	Match unknown word/phrase to possible meaning found within the sentence/paragraph.	Identify the context or statement which may provide a clue to the meaning of an unknown word or phrase.	Define unknown word/phrase within a sentence using context clues.
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Grade 5: ELA: Language (L)

ELAGSE5.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.
	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
Least complex	Most complex

	Identify the common letter(s) within words with prefixes and roots (e.g., heat when given preheat or reheat).	Identify the prefix and roots when given known and new word (e.g., pre- when given heat/preheat). Match the meaning to words with prefix and/or suffixes attached.	Identify meanings of common prefixes and/or suffixes. Define words with prefix and/or suffixes attached.
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Grade 5: ELA: Language (L)

ELAGSE5.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.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Least complex	
	Most complex

	Match key words from a text to entry from a print/digital/teacher-made dictionary, glossary, or thesaurus.	Find key words/phrases within a print/digital/teacher-made dictionary, glossary, or thesaurus.	Define key words/phrases found within a print/digital/teacher-made dictionary, glossary, or thesaurus.
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Grade 5: ELA: Language (L)

ELAGSE5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.	Interpret figurative language, including similes and metaphors, in context.
Least complex	Most complex



	Match a given simile to a character or an item in a text (e.g., Was the girl as pretty as a picture or bouncy like a ball?).	Match a simile or metaphor found in a text with a possible meaning.	Identify similes and metaphors within a text. Identify a possible meaning for a simile or metaphor within a text.
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Grade 5: ELA: Language (L)

ELAGSE5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
b.	Recognize and explain the meaning of common idioms, adages, and proverbs.
Least complex	Most complex

	Match a common idiom, adage, or proverb with possible meaning.	Identify a common idiom, adage, or proverb.	Identify the meaning of a common idiom, adage, or proverb.
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Grade 5: ELA: Language (L)

ELAGSE5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Least complex	Most complex

	Match a word with either an antonym or synonym.	Match words that are homographs.	Match a word with both an antonym and synonym. Match a homograph with the correct definition.
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Grade 5: ELA: Language (L)

ELAGSE5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
Least complex			Most complex
	Identify general academic and domain-specific vocabulary.	Complete a sentence using general academic and domain-specific vocabulary. Identify words which signal relationships between ideas/concepts.	Develop a statement/sentence using general academic vocabulary and domain-specific vocabulary. Complete a sentence using vocabulary which signals relationships between ideas/concepts.

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Grade 5: ELA: Reading Informational (RI)

<p>ELAGSE5.RI.1</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		
<p>Least complex ←  Most complex</p>			
<p>Respond differentially to answer a question about an informational text.</p> <p>Communicate a response to answer a question about an informational text.</p> <p>Touch or manipulate materials to answer a questions about an informational text.</p> <p>Identify material related to an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon an informational text.</p> <p>Identify one or more details from an informational text.</p>	<p>Find text which answers a question within an informational text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to an informational text (e.g., how and/or why) by stating the appropriate part of informational text.</p> <p>Identify statement(s) within the informational text to answer a question requiring an inference (e.g., if the text was about different dogs and their characteristics, "Which one might make the best pet?")</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Reading Informational (RI)

<p>ELAGSE5.RI.2</p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>		
<p>Least complex  Most complex</p>			
<p>Identify material related to the main idea of an informational text.</p>	<p>Identify key events in an informational text.</p>	<p>Identify a main idea of an informational text.</p> <p>Group key events from an informational text as appropriate for the format of the informational text (e.g., like details, given order, compare/contrast).</p>	<p>Identify a main idea of an informational text and at least one key event which supports that idea.</p> <p>Match main ideas found within the text with the key details supporting each.</p>

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Grade 5: ELA: Reading Informational (RI)

ELAGSE5.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.			
Least complex				Most complex
Communicate a response to explain a relationship found within an informational text.	Identify one or more individuals, events, or activities from an informational text. Identify specific information related to individuals, events, or activities within an informational text.	Match individuals with related events or ideas within an informational text. Match concepts with key details within an informational text.	Sort items or information related to specific individuals, events, ideas or concepts in an informational text. Sequence (e.g., first/last, cause/effect) a series of events or activities in an informational text.	

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Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.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.		
Least complex			Most complex
<p>Communicate a response giving the meaning of general academic or domain-specific words and phrases within an informational text.</p> <p>Touch or manipulate materials representing general academic and domain-specific words and phrases within an informational text.</p>	<p>Locate academic and domain-specific words within an informational text.</p>	<p>Match words with sentence/phrases giving the meaning as found in an informational text.</p> <p>Determine if the meaning of a word can be identified by information found in an informational text.</p>	<p>Identify sentence/phrases giving the meaning of academic and domain-specific words within an informational text.</p> <p>Answer questions about unknown words or phrases by utilizing phrases/sentences found in an informational text.</p> <p>Determine if the meaning of a word can be identified by information found in an informational text or if an outside source is necessary.</p>

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Grade 5: ELA: Reading Informational (RI)

<p>ELAGSE5.RI.5</p>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>		
<p>Least complex</p>			<p>Most complex</p>
	<p>Match information within a piece of informational text based upon the overall structure (e.g., information that can be compared, or a statement about the problem and the solution).</p>	<p>Identify the overall structure (i.e., chronological, comparison, cause/effect, problem/solution) of two different informational texts.</p> <p>Identify specific events, ideas, concepts, or information within two informational texts.</p>	<p>Identify whether specific events, ideas, concepts, or information is found within multiple informational texts.</p> <p>Group information found in two different informational texts as appropriate for the overall structure.</p>

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Grade 5: ELA: Reading Informational (RI)

ELAGSE5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Least complex				Most complex
	Match statements from different accounts describing the same event.	Identify the description of a specific event or topic in a firsthand and secondhand account.	Sort statements which describe a specific event as firsthand or secondhand. Identify one similarity and one difference in firsthand and secondhand accounts of a specific event.	

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Grade 5: ELA: Reading Informational (RI)

ELAGSE5.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.			
Least complex				Most complex
	<p>Answer basic comprehension questions (who, what, where, and/or when) within a single informational text.</p> <p>Match one or more specific details from different informational texts.</p>	<p>Find text which answers a question within a single informational text.</p> <p>Answer simple comprehension questions (who, what, where, and/or when) within two different informational texts.</p>	<p>Answer complex comprehension questions (how, why, sequencing) within a single informational text.</p> <p>Find text which answers a question within two different informational texts.</p>	

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Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Least complex	Most complex

<p>Respond differentially to answer a question about a literary text.</p> <p>Communicate a response to answer a question about a literary text.</p> <p>Touch or manipulate materials to answer a question about a literary text.</p> <p>Identify material related to a literary text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) based upon a literary text.</p> <p>Identify one or more details from a literary text.</p>	<p>Find text which answers a question within a literary text.</p> <p>Identify when a question requires an inference (the answer is not directly provided by the text).</p>	<p>Answer complex comprehension questions in relation to a literary text (e.g., how and/or why) by stating the appropriate part of the text.</p> <p>Identify a statement within a literary text which provides information needed to make an inference.</p> <p>Answer a question with an answer that requires that the student make an inference and identify text that supports the inference (e.g. Why did the rope break in "Bridge to Terabithia"?)</p>
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Grade 5: ELA: Reading Literary (RL)

<p>ELAGSE5.RL.2</p>	<p>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.</p>		
<p>Least complex</p>			<p>Most complex</p>
<p>Communicate a response to provide the main idea of a literary text.</p> <p>Communicate a response to provide a key event within a literary text.</p>	<p>Identify key events in a literary text.</p>	<p>Match main theme found within a literary text with supporting key events.</p> <p>Group key events found in a literary text in relation to a possible theme.</p>	<p>Identify the theme of a literary text.</p> <p>Identify key details of a literary text that are related to the theme or central idea.</p> <p>Sequence key events found in a literary text to provide a summary of the text.</p>

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Grade 5: ELA: Reading Literary (RL)

ELAGSE5.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).		
Least complex			Most complex
<p>Respond differentially to describe the character in a literary text.</p> <p>Communicate a response describing a character, setting, or event in a literary text.</p> <p>Touch or manipulate materials to describe the character in a literary text.</p>	<p>Identify two or more characters, settings, or events in a story or drama.</p>	<p>Match details from a story or drama with the character, setting, or event they represent.</p>	<p>Sort details from a story or drama by the character, setting, or event they represent.</p>

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.4		Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
Least complex		Most complex	
Communicate a response stating the meaning of words and phrases within a literary text.	Match specific words/phrases within a literary text.	Match words with sentence/phrases giving the meaning as found within a literary text.	Identify the meaning of words, phrases as found within a literary text.
Touch or manipulate materials representing words and phrases used within a literary text.		Locate figurative words/phrases within a literary text.	Match figurative word/phrases found in a literary text with its meaning.

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Grade 5: ELA: Reading Literary (RL)

<p>ELAGSE5.RL.5</p>	<p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>		
<p>Least complex</p>			<p>Most complex</p>
	<p>Identify the beginning and end of a literary text.</p>	<p>Identify repeated words or phrases in a literary text that signal a change in the plot or announce a character.</p> <p>Identify the beginning, middle, and end of a literary text, including story, drama, and poem.</p>	<p>Identify a specific event by stating where that event occurred within a literary story, drama, or poem (i.e., second chapter, third scene, last stanza).</p> <p>Group key details from a literary story, drama, or poem together to show the overall structure.</p>

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Grade 5: ELA: Reading Literary (RL)

ELAGSE5.RL.6		Describe how a narrator’s or speaker’s point of view influences how events are described.	
Least complex		Most complex	
	Identify the narrator of a literary text.	Match point(s) of view with the character(s) in a literary text.	Identify the narrator’s or character’s point of view in reference to a specific event within a literary text.
	Identify the character who is “speaking” in a literary text.	Identify words/phrases/sentences from a literary text which describe the narrator’s or character’s point of view.	Sort words/phrases/sentences from a literary text which relate to the narrator’s or character’s point of view in reference to a specific event.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 5: ELA: Reading Literary (RL)

ELAGSE5.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).		
Least complex			Most complex
Communicate a response to indicate a visual or multimedia element which contributes to the meaning, tone, or beauty of a text.	Identify personal feelings when reading and watching or listening to a particular section of the multimedia presentation of a literary text.	Identify personal feelings at various points (beginning, middle, ending, overall) within the multimedia adaptation of a literary text.	Identify the tone of key events within the multimedia adaptation of a literary text.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of a written opinion piece:</i>
Respond differentially to an object or statement which provides an introduction. Communicate a response which provides an introduction. Touch or manipulate material which provides an introduction.	Identify a statement/sentence which introduces a topic or text. Identify a statement/sentence which provides an opinion on the topic or text.	Create an organizational structure showing the introduction, an opinion, and one statement related to ideas which support the opinion. Complete a statement/sentence which introduces a topic or text. Complete a sentence which provides an opinion on a topic or text. Identify the most appropriate sentence to introduce and/or state an opinion.	Create an organizational structure which organizes the introduction, one or more opinions, and one reason for each opinion. Develop a sentence(s) to introduce a topic or text. Develop one or more sentences which provide an opinion. Identify sentences which introduce and/or state an opinion from a variety of options (e.g., introduction, opinion, reasons).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Writing (W)

ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	b. Provide logically ordered reasons that are supported by facts and details.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written opinion piece:</i>
Respond differentially to an object or statement which provides a reason for an opinion. Communicate a response which provides a reason for an opinion. Touch or manipulate material which provides a reason for an opinion.	Match an opinion statement/sentence with supporting reasons. Identify a sentence giving one reason which supports an opinion.	Complete a statement/sentence which provides a reason for an opinion. Identify the most appropriate sentence(s) to provide reasons for an opinion.	Produce a statement/sentence which provides a reason for an opinion. Identify sentences which provide reasons for an opinion from a variety of options (e.g., introduction, opinion, reasons).

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Grade 5: ELA: Writing (W)

ELAGSE5.W.1		Write opinion pieces on topics or texts, supporting a point of view with reasons.	
		c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written opinion piece:</i>
	Add a linking word/phrase/clause within a sentence to connect an opinion and reason.	Identify and add a single linking word/phrase/clause within a sentence to connect an opinion and reason.	Identify and add the most appropriate linking word/phrase/clause within a sentence to connect an opinion and reason.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	d. Provide a concluding statement or section related to the opinion presented.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written opinion piece:</i>
Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence. Identify the most appropriate concluding sentence(s).	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction of a text, reasons for an opinion).

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Grade 5: ELA: Writing (W)

ELAGSE5.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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the introduction of an informative/explanatory text:</i>
Respond differentially to an object or statement which provides an introduction. Communicate a response which provides an introduction. Touch or manipulate material which provides an introduction.	Identify an introductory statement/sentence. Identify two or more statements/sentences to related to the topic. Choose an illustration which relates to a specific statement/sentence.	Complete an introductory statement/sentence. Group statements/sentences detailing an aspect to complete two sections of an informative/explanatory piece. Choose headings which relate to specific sections of the text.	Develop an introductory sentence. Group statement/ sentences detailing an aspect to complete multiple sections of an informative/explanatory piece. Identify the most appropriate aid to comprehension for a specific paragraph and/or section.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the body of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides information. Communicate a response which provides information. Touch or manipulate material which provides information.	Identify a statement/sentence which describes the topic. Identify one fact or quote which provides detail.	Complete a sentence which describes the topic. Identify one or more sentences which best develop the topic.	Develop one or more sentences which describe the topic. Identify sentences which develop a topic when given a variety of options (e.g., opinions, sentences on another topic, facts about the topic at hand).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>
	Add a provided linking word/phrase/clause to connect two ideas.	Identify and add a single linking word/phrase/clause to connect two ideas.	Identify and add the most appropriate linking word/phrase/clause to connect two ideas.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in sentences within a written informative/explanatory text:</i>
Respond differentially to an object or statement related to precise and domain-specific vocabulary. Communicate a response including precise and domain-specific vocabulary. Touch or manipulate material related to statements including precise and domain-specific vocabulary.	Identify a single precise or domain-specific word to add to a sentence/statement.	Complete sentences about a topic with precise and/or domain-specific vocabulary.	Develop sentences about a topic utilizing precise and/or domain-specific vocabulary.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Writing (W)

ELAGSE5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
e.	Provide a concluding statement or section related to the information or explanation presented.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized in the conclusion of a written informative/explanatory text:</i>
Respond differentially to an object or statement which provides a conclusion. Communicate a response which provides a conclusion. Touch or manipulate material which provides a conclusion.	Identify a concluding statement/sentence.	Complete a concluding statement/sentence. Identify the most appropriate concluding sentence.	Develop a concluding sentence. Identify a concluding sentence from a variety of options (e.g., introduction of a text, reasons for an opinion).

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Writing (W)

ELAGSE5.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.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>
<p>Respond differentially to an object or statement which introduces a situation, narrator, or character.</p> <p>Communicate a response which introduces a situation, narrator, or character.</p> <p>Touch or manipulate material which introduces a situation, narrator, or character.</p>	<p>Create an event sequence showing the introduction and conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Identify a statement/sentence which describes one or more characters of a real or imagined event.</p> <p>Identify a statement/sentence which describes a situation/ setting of a real or imagined event.</p>	<p>Create an event sequence showing the introduction, one event, and a conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Complete a statement/sentence which describes one or more characters of a real or imagined event.</p> <p>Complete a statement/sentence which describes a situation/setting of a real or imagined event.</p> <p>Choose the sentence(s) which best describes the character and/or situation to begin a narrative.</p>	<p>Create an event sequence showing the introduction, multiple events, and a conclusion for a piece of narrative text (based on real or imagined events).</p> <p>Produce a sentence which describes one or more characters of a real or imagined event.</p> <p>Produce a sentence which describes a situation/setting of a real or imagined event.</p> <p>Choose the sentences which describe the character and/or situation to begin a narrative, given a variety of options (e.g., conversations or conclusion).</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Writing (W)

ELAGSE5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>
	Identify a statement/sentence which describes the action of a character.	Complete a sentence which describes the action of a character.	Produce a sentence which describes the action of a character.
	Identify a statement/sentence which describes an event.	Complete a sentence which describes an event.	Produce a sentence which describes an event.
	Identify a dialogue statement/sentence for a character.	Complete a dialogue sentence for a character.	Produce dialogue for characters appropriate to a given situation.
			Sequence sentences which describe events and the response of the characters.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
Least complex			Most complex
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>
	Add a provided transitional word/phrase/clause to connect two events.	Identify and add a transitional word/phrase/clause to connect two events.	Complete sentences with transitional words/phrases/clauses to connect events.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>
Respond differentially to an object or statement which adds sensory details. Communicate a response which adds sensory detail. Touch or manipulate material which adds a sensory detail.	Identify a word or phrase related to a sensory detail of an event for addition to a sentence/statement.	Complete a sentence/statement with word(s) or phrase related to a sensory detail of an event.	Develop a sentence with words/phrases related to sensory details of an event.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	e. Provide a conclusion that follows from the narrated experiences or events.
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written narrative:</i>	<i>Utilizing a variety of written/visual material (including symbols), selected by student AND is utilized within a written narrative:</i>
<p>Respond differentially to an object or statement which provides a sense of closure.</p> <p>Communicate a response which provides a sense of closure.</p> <p>Touch or manipulate material which provides a sense of closure.</p>	<p>Identify a concluding statement/sentence.</p>	<p>Complete a concluding statement/sentence.</p> <p>Identify the most appropriate concluding sentence.</p>	<p>Develop a concluding sentence.</p> <p>Identify a concluding sentence from a variety of options (e.g., beginning event, description of character, or setting).</p>

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Grade 5: ELA: Writing (W)

ELAGSE5.W.5		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
Least complex		Most complex	
<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>
Respond differentially to indicate the desire to change part of a written piece. Respond differentially to indicate completion of a written piece. Communicate a response regarding revision or completion of a written piece.	Identify one or more statements/sentence to revise.	Identify one or more sentences to revise and ask for suggestions.	Identify one or more sentences to revise and make revisions.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.7		Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>	<i>Utilizing written/visual material (including symbols) which results in a research project:</i>
Respond differentially to an object or statement which relates to a research project topic. Communicate a response which relates to a research project topic. Touch or manipulate material which relates to a research project topic.	Identify answers to a research question as found in different resources.	Record answers to a research question as found in different resources.	Record answers related to two or more different aspects of a topic.

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Grade 5: ELA: Writing (W)

ELAGSE5.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.	
Least complex		Most complex	
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i></p> <p>Respond differentially to an object or statement which relates to an experience.</p> <p>Communicate a response which relates to an experience.</p> <p>Touch or manipulate material which relates to an experience.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i></p> <p>Identify a statement/sentence that recalls an experience.</p> <p>Identify a statement/sentence that relates information from a print or digital source.</p> <p>Identify a statement/sentence which identifies the category of given facts.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i></p> <p>Complete a sentence that recalls an experience.</p> <p>Complete a sentence that relates information from a print or digital source.</p> <p>Complete a sentence which identifies categories of given facts.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i></p> <p>Produce a sentence that recalls an experience.</p> <p>Produce a sentence that relates information from a print or digital source.</p> <p>Produce sentences which identify categories of given facts.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

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Grade 5: ELA: Writing (W)

ELAGSE5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	a. Apply grade 5 Reading Standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and items) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about a literary text:</i>
Respond differentially to an object or statement which relates to relevant information from a literary text. Communicate a response which relates to relevant information from a literary text. Touch or manipulate material which relates to relevant information from a literary text.	Identify a statement/sentence which includes appropriate evidence from a literary text.	Complete a sentence with appropriate evidence which relates to information from a literary text. Choose an appropriate/relevant statement/sentence from a literary text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from a literary text. Choose the most appropriate/relevant sentences from a literary text that best fits a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Writing (W)

ELAGSE5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	b. Apply grade 5 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]").
Least complex	Most complex

<i>Utilizing written/visual material (including symbols and objects) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing written/visual material (including symbols) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about an informational text:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND included within a written response to a prompt about an informational text:</i>
Respond differentially to an object or statement which relates to relevant information from an informational text. Communicate a response which relates to relevant information from an informational text. Touch or manipulate material which relates to relevant information from an informational text.	Identify a statement/sentence which includes appropriate evidence from an informational text.	Complete a sentence with appropriate evidence which relates to information from an informational text. Choose an appropriate/relevant statement/sentence from an informational text that fits a writing prompt.	Develop a sentence with appropriate evidence which relates to information from an informational text. Choose the most appropriate/relevant sentences from an informational text that best fit a writing prompt.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Least complex	Most complex

<i>Using the student’s primary mode of communication:</i>	<i>Using the student’s primary mode of communication with multiple teachers/peers:</i>	<i>Using the student’s primary mode of communication with multiple people and on different topics:</i>	<i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion. Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify a statement to be utilized within a discussion. Present a statement within a discussion.	Identify multiple statements to be utilized within a discussion. Utilize a prepared statement at the appropriate time within a discussion.	Present a previously identified statement related to a given topic within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Speaking and Listening (SL)

<p>ELAGSE5.SL.1</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p>		
	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>		
<p>Least complex</p>			<p>Most complex</p>
<p><i>Using the student’s primary mode of communication:</i></p>	<p><i>Using the student’s primary mode of communication with multiple teachers/peers:</i></p>	<p><i>Using the student’s primary mode of communication with multiple people and on different topics:</i></p>	<p><i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i></p>
<p>Respond differentially to identify a statement to be included in a discussion.</p> <p>Provide a statement to another person.</p>	<p>Provide one or more statements within a discussion.</p>	<p>Respond to a question when asked in a group- or teacher-led discussion.</p> <p>Initiate a statement in a one-on-one discussion using turn taking.</p>	<p>Initiate a statement or question in a group- or teacher-led discussion at an appropriate time.</p> <p>Respond to statements/questions of others in a group- or teacher-led discussion at an appropriate time.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Least complex	Most complex

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify an answer or question to be used within a discussion. Answer a question within a discussion. Provide a comment during a discussion.	Ask a prepared question about a topic or text within a discussion. Present a prepared answer about a topic or text within a discussion.	Ask a prepared question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.	Ask a prepared question about a topic or text within a discussion. Present a chosen answer about a topic or text within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Least complex	Most complex

<i>Using the student’s primary mode of communication:</i>	<i>Using the student’s primary mode of communication with multiple teachers/peers:</i>	<i>Using the student’s primary mode of communication with multiple people and on different topics:</i>	<i>Using the student’s primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to review an idea to be used within a discussion. Provide a conclusion during a discussion.	Identify and restate an idea expressed within a discussion. Provide a statement which draws a conclusion within a discussion.	Identify and restate an idea expressed within a discussion. Provide a statement which draws a conclusion within a discussion.	Identify and restate an idea expressed within a discussion. Provide a statement which draws a conclusion within a discussion.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.2		Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
Least complex		Most complex	
<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Respond differentially to identify a statement which summarizes information presented in diverse media and formats.</p>		<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Identify a statement which summarizes information presented in diverse media and formats.</p> <p>Complete a statement which summarizes information presented in diverse media and formats.</p>	
<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Develop a statement which summarizes information presented in diverse media and formats.</p>		<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p> <p>Develop multiple statements which summarize information presented in diverse media and formats.</p>	

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Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.3		Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication:</i>	
Respond differentially to identify a statement which summarizes points made by a speaker.	Identify a statement which relates to a point made by a speaker. Match a statement made by a speaker with provided evidence.	Develop a statement which summarizes a point made by a speaker. Identify whether a statement given by a speaker has supporting evidence.	Develop statements which summarize each point made by a speaker. Identify whether each statement given by a speaker has supporting evidence.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: ELA: Speaking and Listening (SL)

<p>ELAGSE5.SL.4</p>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>			
<p>Least complex</p>				<p>Most complex</p>
<p><i>Using the student's primary mode of communication:</i></p>	<p><i>Using the student's primary mode of communication with multiple teachers/peers:</i></p>	<p><i>Using the student's primary mode of communication with multiple people and on different topics:</i></p>	<p><i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i></p>	
<p>Respond differentially to identify a statement to be included in a report.</p> <p>Present one piece of information to others.</p>	<p>Present two pieces of information related to a topic or experience.</p> <p>Place and present information in an order related to the topic or experience at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements).</p>	<p>Present more than two pieces of information related to a topic or experience.</p> <p>Place and present information in an order related to the topic or experience at hand (e.g., sequence, cause/effect, main idea, and detail).</p> <p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p>	<p>Communicate with appropriate pace (e.g., limited interruptions or repeats of statements) and social conventions (eye contact, facial expressions).</p> <p>Present all pieces of information needed to completely relay a topic, text, or experience.</p> <p>Place and present information in an order related to the topic at hand (e.g., sequence, cause/effect, main idea, and detail).</p>	

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Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
Least complex			Most complex
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
	Identify a multimedia component or visual display to include during a presentation. Utilize multimedia components within a presentation.	Identify multimedia which will clarify information and/or findings (e.g., charts, graphs, etc.) to include in a presentation. Utilize multimedia components within a presentation.	Identify multimedia which emphasizes salient points to include during a presentation. Utilize multimedia components within a presentation.

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Grade 5: ELA: Speaking and Listening (SL)

ELAGSE5.SL.6		Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
Least complex		Most complex	
<i>Using the student's primary mode of communication:</i>		<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	
Respond differentially to identify an idea to be included in a discussion. Present a piece of information to others.	Identify statements to be made in two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present a chosen statement appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	Develop statements to be made in at least two different situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i> Develop multiple statements to be made in multiple situations (e.g., greeting for a friend, a greeting when meeting a new teacher in your school). Present multiple developed statements appropriate to the situation (e.g., greeting for a friend, a greeting when meeting a new teacher in your school).

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Mathematics: Operations and Algebraic Thinking (OA)

MGSE5.OA.3	Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created form and graph ordered pairs on a coordinate plane.
Least complex	Most complex

<p>Respond differentially when presented with materials related to graphing numerical patterns.</p> <p>Communicate a step needed to complete a numerical pattern.</p> <p>Communicate a response to indicate the next number of a given pattern.</p> <p>Manipulate materials as they are utilized to complete a numerical pattern.</p> <p>Manipulate materials as they are utilized to graph ordered pairs on a coordinate plane.</p>	<p>Extend a simple numerical pattern by skip counting.</p> <p>Complete up to three outputs within an input/output table.</p> <p>Graph an ordered pair generated from a given input/output table.</p>	<p>Extend two numerical patterns utilizing a given rule.</p> <p>Complete the output area of an input/output table showing a single numerical pattern.</p> <p>Graph multiple ordered pairs generated from a completed input/output table.</p>	<p>Identify the numerical pattern which fits a given comparative statement (e.g., which number pattern is always 2 more than the other?)</p> <p>Complete an input/output table given a numerical pattern.</p> <p>Graph all ordered pairs generated from a completed input/output table.</p>
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Materials/manipulatives utilized within the standard extensions can reflect real-world applications and be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.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 $\frac{1}{10}$ of what it represents in the place to its left.
Least complex	Most complex

<p>Communicate a response to count numerals by a factor of ten starting with a two-digit number.</p>	<p>Match base-ten materials to the place within a multi-digit whole number (e.g., one block to the ones place, ten block to the tens place, hundred block to the hundreds place).</p>	<p>Exchange base-ten materials to show the representation of 10s (e.g., exchange ten one-blocks for one ten-block or one ten-blocks for ten one-blocks).</p> <p>Identify the multi-digit whole number represented by given base-ten blocks.</p>	<p>Exchange base-ten materials to show the representation of 100s (e.g., exchange 20 ten-blocks for two hundred-blocks or two hundred-blocks for 20 ten-blocks).</p> <p>Identify the three-digit whole number demonstrated using given place value manipulatives, (e.g., 30 tens and 20 ones represents the number 320).</p>
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Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Least complex	
Most complex	

	Match the whole-number exponent to the expanded numeral (e.g., $10 \times 10 \times 10 = 10^3$).	<p>Identify the number of zeros within a multi-digit whole number showing the power of 10 (e.g. one zero in 340, two zeros in 3400).</p> <p>Identify the number of zeros after the decimal which shows dividing by the power of 10 (e.g., dividing 1 by one 10 is .1, dividing 1 by two 10s is .01.)</p>	Express a multi-digit whole number when given the number of times the original number was multiplied by 10 (e.g., 100 is 1 multiplied by ten 2 times).
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Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.3	Read, write, and compare decimals to thousandths.
a.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right) + 2 \times \left(\frac{1}{1000}\right)$.
Least complex	Most complex

	Match a decimal to its number name.	Match a multi-digit decimal to its number name or expanded form.	Write a multi-digit decimal to hundredths given a number name or expanded form.
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Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.3	Read, write, and compare decimals to 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.
Least complex	
	Most complex

	Compare two decimals to tenths using “more than”, “Less than”, or “equal to” (e.g., using place value materials).	Compare two decimals to hundredths using “more than”, “less than”, or “equal to” (e.g., using place value materials).	Compare two decimals between tenths and hundredths using the symbols $>$, $<$, and $=$.
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Grade 5: Mathematics: Number and Operations in Base Ten (NBT)

MGSE5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
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	Add decimals to whole numbers (e.g., $\$2.00 + \$.50 = \$2.50$).	Add decimals to tenths. Subtract decimals to tenths. Utilize a written method to add, subtract, multiply or divide decimals to hundredths.	Utilize repeated addition to represent multiplication of decimals (e.g., $4 \times .25 = .25 + .25 + .25 + .25 = 1.00$). Identify the written method appropriate for adding, subtracting, multiplying or dividing decimals.
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.1	Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.		
			
Least complex			Most complex
<p>Communicate a step needed to find a common denominator or equivalent fraction.</p> <p>Manipulate materials as they are utilized to find a common denominator or equivalent fraction.</p>	<p>Add fractions with like denominators.</p> <p>Subtract fractions with like denominators.</p>	<p>Add mixed numbers with like denominators.</p> <p>Subtract mixed numbers with like denominators.</p> <p>Identify the fraction related to a mixed number (e.g. $2\frac{1}{2} = \frac{5}{2}$).</p> <p>Identify equivalent fractions (e.g., $\frac{2}{3} = \frac{4}{6}$).</p>	<p>Find the common denominator of two fractions.</p> <p>Find the common denominator of two mixed numbers.</p>

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.2	Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ by observing that $\frac{3}{7} < \frac{1}{2}$.
Least complex ←	→ Most complex

<p>Communicate a step needed to find a common denominator or equivalent fraction.</p> <p>Manipulate materials as they are utilized to find a common denominator or equivalent fraction.</p>	<p>Solve real-world problems involving adding a part to make a whole (e.g., add $\frac{1}{2}$ of a candy bar to another $\frac{1}{2}$ to make a whole).</p> <p>Solve real-world problems by subtracting part from a whole (e.g., I gave my friend $\frac{1}{2}$ my candy bar and I have $\frac{1}{2}$ left.)</p>	<p>Solve real-world problems using addition of fractions with like denominators.</p> <p>Solve real-world problems using subtraction of fractions with like denominators.</p>	<p>Identify whether a given fraction is more or less than a benchmark (e.g., is $\frac{1}{4}$ more or less than $\frac{1}{2}$).</p> <p>Compare fractions with unlike denominators (e.g. $\frac{3}{6} = \frac{5}{10}$)</p>
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.3	Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Example: $\frac{3}{5}$ can be interpreted as “3 divided by 5 and as 3 shared by 5”.	
Least complex		Most complex

<p>Communicate a step needed to solve word problems resulting in a fraction or mixed number.</p> <p>Manipulate materials showing the division of whole numbers into fraction as part of a word problem.</p>	<p>Identify the number of items to be divided and the number by which the item(s) are to be divided within a word problem answered by a fraction.</p>	<p>Solve real-world problems involving division of a whole into equal parts (e.g., divide a candy bar to share with four friends).</p>	<p>Solve real-world problems involving division of a number of items by larger group (e.g., divide three pies among six friends).</p>
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
	a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. Examples: $\frac{a}{b} \times q$ as $\frac{a}{b} \times \frac{q}{1}$ and $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$.
Least complex	Most complex

	Identify fractions and whole numbers when participating in multiplying fractions and whole numbers.	Add fractions with like denominators to demonstrate multiplication of fractions by a whole number. Convert a whole number into a fraction when participating in multiplying a fraction by a whole number (e.g. $4 = \frac{4}{1}$).	Utilize repeated addition of fractions with like denominators solve an equation related to the multiplication of a fraction by a whole number (e.g., $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{1}{4} \times 3 = \frac{3}{4}$).
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	
	b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.	
Least complex		Most complex

	Sort unit squares by unit fractions (e.g., all unit squares which are $\frac{1}{2}$ units). Tile rectangle with unit squares of equal length.	Identify the side lengths of a rectangle utilizing unit squares of like unit fractions (e.g., a side tiled with 4 unit squares of $\frac{1}{2}$ units is 2 units).	Identify the area of a rectangle by counting unit squares of like unit fractions.

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.5	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. Example: 4×10 is twice as large as 2×10 .
Least complex	Most complex

	Identify different and like factors within two equations.	Identify the product which is greater than/less than another product when given two different equations.	Predict which product would be greater than/less than another product by identifying different and like factors within two equations (e.g., The product of 4×10 will be greater than the product of 2×10 because 4 is more than 2).
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.5	Interpret multiplication as scaling (resizing), by:
	b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}$ by 1.
Least complex	
	Most complex

	<p>Demonstrate that multiplying by a fraction greater than 1 gives a larger amount.</p> <p>Demonstrate that multiplying by a fraction less than 1 gives a smaller amount.</p>	<p>Identify whether the multiplication of a fraction will result in a product larger or smaller than the given number.</p>	<p>Identify errors in a given product based upon understanding the multiplication of fractions (e.g., the answer cannot be correct because the product is greater than the given number, but the fraction in the problem was less than 1).</p>

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		
Least complex			Most complex
<p>Communicate a step needed to solve real-world problems involving the multiplication of fractions.</p> <p>Manipulate materials related to solving real-world problems involving the multiplication of fractions.</p>	<p>Solve real-world problems demonstrating the multiplication of fractions and whole numbers which result in a product of 1 (e.g., $\frac{1}{2} \times 2 = 1$ and $\frac{1}{4} \times 4 = 1$).</p>	<p>Solve real world problems demonstrating the multiplication of fractions which result in a product of whole numbers greater than 1 (e.g., $\frac{1}{2} \times 4 = 2$ and $\frac{1}{3} \times 6 = 2$).</p>	<p>Solve real-world problems demonstrating the multiplication of fractions which result in a product of mixed numbers (e.g., $\frac{1}{2} \times 3 = 1\frac{1}{2}$ and $\frac{1}{3} \times 5 = 1\frac{2}{3}$).</p>

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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.7	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 $(\frac{1}{3}) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$.	
Least complex		Most complex

	Use visual models to show division of fractions by whole numbers where numerator and whole number are the same (e.g., when $\frac{2}{3}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{3}$ of a candy bar).	Use visual models to show division of fractions by whole numbers where the denominator and whole number are the same (e.g., when $\frac{1}{2}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{4}$ of a candy bar).	Use visual models to show division of fractions by whole numbers (e.g., when $\frac{1}{2}$ of a candy bar is shared between 3 friends, each friend gets $\frac{1}{6}$ of a candy bar).
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.7	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 $4 \div (\frac{1}{5})$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (\frac{1}{5}) = 20$ because $20 \times (\frac{1}{5}) = 4$.	
Least complex		Most complex

	Use visual models to show that division of whole numbers by fractions result in more but smaller pieces (e.g., dividing 1 by $\frac{1}{4}$ makes 4 smaller pieces).	Use visual models to show that division of one whole by a fraction (e.g., 1 divided by $\frac{1}{4} = 4$ smaller pieces).	Use visual models to divide whole number by fractions (e.g., 3 divided by $\frac{1}{4} = 12$ smaller pieces).
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Grade 5: Mathematics: Number and Operations– Fractions (NF)

MGSE5.NF.7	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 $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?	
Least complex		Most complex

	Use visual models to solve real-world problems involving division of fractions by whole numbers where numerator and whole number are the same (e.g., when $\frac{2}{3}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{3}$ of a candy bar).	Use visual models to solve real world problems involving division of whole numbers where the denominator and whole number are the same (e.g., when $\frac{1}{2}$ of a candy bar is shared between 2 friends, each friend gets $\frac{1}{4}$ of a candy bar). Use visual models to solve real world problems involving division of one whole by a fraction (e.g., 1 divided by $\frac{1}{4}$ = 4 smaller pieces).	Use visual models to solve real world problems involving division of fractions by whole numbers (e.g., when $\frac{1}{2}$ of a candy bar is shared between 3 friends, each friend gets $\frac{1}{6}$ of a candy bar). Use visual models of real-world problems involving division of whole number by fractions (e.g., 3 pizzas divided into $\frac{1}{4}$ equals 12 pieces).
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.1	Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.
Least complex	
Most complex	

	Identify the different sized measurement units within a system which could be used to measure an item (e.g., water can be measured in cups or ounces).	Identify the most appropriate unit of measurement within a system to measure an item in a real-world problem (e.g., is measurement of travel from home to school best in inches, feet, or miles?)	Convert the measurement of an item into a different unit within the same system (e.g., 2 cups of water equals how many pints?)

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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.2	<p>Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented 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.</p>
Least complex	
Most complex	

	<p>Construct a line plot with measurements in whole numbers.</p> <p>Display a data set of measurement in whole units (e.g. how many cups of liquid are in containers of different sizes).</p> <p>Identify relevant data needed to solve problems given the whole number data (e.g., which container has the greatest amount of liquid).</p>	<p>Construct a line plot with measurements in whole and half units.</p> <p>Display a data set of measurement including whole and half units (e.g., how many $\frac{1}{2}$ cups of liquid are in containers of different sizes).</p> <p>Identify relevant data needed to solve problems given the whole and half number units (e.g., which container has the greatest amount of liquid).</p>	<p>Construct a line plot with measurements in fractions with the same denominator.</p> <p>Display a data set of measurement including fractions with the same denominator (e.g., if all the liquid in containers of different sizes was combined, how many $\frac{1}{4}$ cups would be poured).</p> <p>Solve addition and subtraction problems using fractional measurements.</p>
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.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.
Least complex	Most complex

Identify unit cubes from an array of items (e.g., circles, triangles, unit squares).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism).	Count the total number of unit cubes placed without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism),	Identify the total number of unit cubes placed without gaps or overlaps in different sizes of three-dimensional figures (e.g., cube or rectangular prism),.
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
	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.
Least complex	Most complex

Identify unit cubes from an array of items (e.g., circles, triangles, unit squares).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism).	Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism), then count the total number of units.	Sort various sizes of unit cubes, placing those of similar size into different size three-dimensional figures (e.g., cube or rectangular prism) and report the results.
Communicate a step needed to place or count unit cubes within a three-dimensional figure.			Measure similar size three-dimensional figure (e.g., cube or rectangular prism) utilizing different size unit cubes and report the results.
Manipulate unit cubes to be placed within a three-dimensional figure (e.g., cube or rectangular prism).			

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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
Least complex	Most complex

<p>Communicate a step needed to place or count unit cubes within a three-dimensional figure.</p> <p>Manipulate unit cubes to be placed within a three-dimensional figure (e.g., cube or rectangular prism).</p>	<p>Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism).</p>	<p>Place unit cubes without gaps or overlaps in a three-dimensional figure (e.g., cube or rectangular prism), then count the total number of units.</p>	<p>Sort various sizes of unit cubes, placing those of similar size into different size three-dimensional figure (e.g., cube or rectangular prism) figures and report the results.</p> <p>Measure similar size three-dimensional figure (e.g., cube or rectangular prism) utilizing different size unit cubes and report the results.</p>
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
a.	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
Least complex	Most complex

Communicate a step needed to place or count unit cubes within a three-dimensional figure. Manipulate unit cubes to be placed within a three-dimensional figure (e.g., cube or rectangular prism).	Find the volume of a right rectangular prism by packing with unit cubes and counting the cubes.	Find the volume of a right rectangular prism by repeated addition of columns plus rows to the correct height of unit cubes (e.g., add unit cubes in a rectangular prism with the length of 4, width of 3 and height of 2 as $4 + 4 + 4 = 12$ (length x width) and $12 + 12$ (x height)).	Match and complete the multiplication number sentence relating to the volume of a right rectangular prism to the unit-filled figure (e.g., $3 \times 4 \times 2$ is related to the 3 by 4 base with a height of 2).
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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.5	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 lengths in the context of solving real world and mathematical problems.
Least complex	
	Most complex

Communicate a step needed to place or count unit cubes within a right rectangular prism found in the classroom, school or community.	Find the volume of one or more right rectangular prisms found in the classroom, school or community by filling the prism and counting unit cubes.	Identify the relevant information when solving real-world problems relating to finding volume of a right rectangular prism (e.g., size of unit cubes, identification of rectangle, number of rows, units per row, height).	Use repeated addition to find the volume of a right rectangular prism.
Manipulate unit cubes to be placed within a within a right rectangular prism found in the classroom, school or community.			

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Grade 5: Mathematics: Measurement and Data (MD)

MGSE5.MD.5	Relate volume to 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.
Least complex	
	Most complex

	Identify the two non-overlapping parts needed to find the volume of a solid figure.	Add the volume of two non-overlapping parts to determine the total volume of a solid figure.	Use addition to find the volume of a solid figure after finding the volume of individual parts.
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Grade 5: Mathematics: Geometry (G)

MGSE5.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).
Least complex	Most complex

<p>Communicate a response to identify numbers and distance to a point on a horizontal and/or vertical number line.</p> <p>Manipulate materials related to a coordinate system.</p>	<p>Plot numbers on a horizontal number line.</p> <p>Plot numbers on a vertical number line.</p>	<p>Determine the distance from the origin on a number line given a point on a vertical number line.</p> <p>Determine the distance from the origin on a number line given a point on a horizontal number line.</p>	<p>Demonstrate placing a point on the coordinate plane using an ordered pair (e.g., showing the first value of the pairs on the horizontal axis and the second value of the pair on the vertical axis).</p>
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Grade 5: Mathematics: Geometry (G)

MGSE5.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.		
Least complex			Most complex
Manipulate materials related to a coordinate system or graphing points.	Plot numbers on a horizontal number line. Plot numbers on a vertical number line.	Identify the information related to the x-axis and y-axis within a real-world or mathematical problem. Identify a graphed point given the coordinate values.	Plot given coordinate values on a coordinate plane. Identify information related to coordinate values in a real-world or mathematical problem.

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Grade 5: Mathematics: Geometry (G)

MGSE5.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.	
Least complex		Most complex

<p>Respond differentially to identify attributes of two-dimensional figures.</p> <p>Communicate a response to identify shapes and/or shape attributes.</p> <p>Manipulate materials related to different shapes and/or shape attributes.</p>	<p>Match two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).</p>	<p>Sort two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).</p>	<p>Categorize shapes (e.g., polygons, squares, triangles, rectangles) presented in an array given a characteristic of the shape.</p>
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Grade 5: Mathematics: Geometry (G)

MGSE5.G.4		Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).	
Least complex		Most complex	
Communicate a response to identify shapes and/ or shape attributes. Manipulate materials related to different shapes and/or shape attributes.	Match two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).	Sort two-dimensional shapes by attributes (e.g., length of sides, number of sides of equal length).	Describe shapes (e.g., polygons, squares, triangles, rectangles) using properties of sides and angles.

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Grade 5: Science: Earth Science

S5E1	Students will identify surface features of the Earth caused by constructive and destructive processes.	
	<p>b. Identify and find examples of surface features caused by destructive processes.</p> <ul style="list-style-type: none"> • Erosion (water—rivers and oceans, wind) • Weathering • Impact of organisms • Earthquake • Volcano 	
Least complex		Most complex

<p>Communicate a response stating the destructive process which causes a given surface feature.</p>	<p>Identify one surface feature caused by destructive process.</p> <p>Identify a single example of a surface feature caused by a destructive process (e.g., identify the movement of dirt from the field into the street after a rain as erosion).</p>	<p>Identify two surface features caused by destructive processes.</p> <p>Identify two examples of surface features caused by destructive processes (e.g., identify the movement of dirt from the field into the street after a strong rain as erosion; holes in the dirt caused by rodents is an impact of organisms).</p>	<p>Identify three or more features caused by destructive processes.</p> <p>Sort examples of three or more destructive processes (e.g., examples of erosion, weathering, and impact of organisms).</p>
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Skills listed are to be utilize in activities in conjunction with identified characteristics of Science.

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Grade 5: Science: Physical Science

S5P2	Students will explain the difference between a physical change and a chemical change.
	a. Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change.
Least complex	Most complex

<p>Make a differential response to identify physical changes in given materials.</p> <p>Communicate a response stating how an object can show a physical change.</p> <p>Touch or manipulate materials to demonstrate a physical change.</p>	<p>Demonstrate a physical change to paper (e.g., cutting, tearing, folding).</p>	<p>Demonstrate a physical change to paper and separate a mixture of physical objects.</p>	<p>Identify whether the matter being manipulated changed due to the manipulation (e.g. when we cut the piece of paper in half, the two parts are still paper).</p>
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Grade 5: Science: Physical Science

S5P2	Students will explain the difference between a physical change and a chemical change.
	b. Recognize that the changes in state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change.
Least complex	Most complex

<p>Respond differentially to identify a change in the state of water.</p> <p>Communicate a response to identify the change in a state of water.</p> <p>Communicate a response to identify changes in the state of water as examples of physical change.</p> <p>Touch or manipulate materials to demonstrate the change in temperature and state of water.</p>	<p>Match the state of water and the general temperature at which these states occur (e.g., water vapor/steam is hot, liquid is warm or cool, and ice is very cold).</p>	<p>Identify the difference in temperature between two states of water (e.g., water vapor/steam is hotter than liquid or ice is colder than liquid).</p> <p>Identify that a water sample shown in various states remains water.</p>	<p>Identify the state of water which will occur when a temperature change is made to a water sample (e.g., what will happen when water vapor is cooled and what will happen when liquid is cooled?).</p>
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Grade 5: Science: Life Science

S5L1	Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.
	a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).
Least complex	Most complex

Respond differentially to separate animals into groups.	Sort vertebrates into categories based on their characteristics (e.g., fish vs bird).	Sort animals by vertebrate and invertebrate.	Identify the difference between vertebrate and invertebrates while sorting animals into these two groups.
Communicate a response identifying the group into which an animal should be sorted.			Identify the differences among the vertebrate groups.
Touch or manipulate materials to demonstrate the sorting of animals into groups.			

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Grade 5: Science: Life Science

S5L1	Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.
	b. Demonstrate how plants are sorted into groups.
Least complex	Most complex

Respond differentially to separate plants into groups. Communicate a response to identify the group into which a plant should be sorted. Touch or manipulate materials to demonstrate the sorting of plants into groups.	Identify if a plant is flowering or non-flowering.	Sort plants given two categories.	Identify the differences among the groups in which plants can be sorted.
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Grade 5: Science: Life Science

S5L3	Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).
	b. Identify parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of the parts.
Least complex	Most complex

Communicate a response stating the part of a plant or animal cell and its function. Touch or manipulate materials related to parts of a plant and/or animal cell and the function of the parts.	Identify the parts of the cell found in an animal or plant cell.	Match the parts of the animal and plant cell to their function.	Identify the general area in the cell in which each cell part is located for both plant and animal cells.
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Grade 5: Social Studies: Historical Understandings

SS5H3	The student will describe how life changed in America at the turn of the century.
	b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
Least complex	Most complex

Respond differentially to identify the impact of major inventors/inventions on American life.	Match inventors to inventions.	Match need/way of life before invention to inventions based upon needs and the inventor (e.g., people used fire to see at night and needed a better way, so Thomas Edison invented the light bulb).	Match need, inventor, invention, and impact (e.g., people had to wait a long time to get information from others, so Alexander Graham Bell invented the telephone, so people can get news more quickly).
Communicate a response to identify the impact of major inventors/inventions on American life.			

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Grade 5: Social Studies: Historical Understandings

SS5H4	The student will describe U.S. involvement in World War I and post-World War I America.
b.	Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).
Least complex	Most complex

Respond differentially to identify individuals making contributions and cultural developments in the 1920s. Communicate a response to identify individuals making contributions and cultural developments in the 1920s.	Match area of life impacted by the cultural development to the person who contributed to the development (e.g., Louis Armstrong is matched to music, Langston Hughes is matched to literature).	Match area of life impacted by the cultural development to the person and contribution.	Match person and contribution to the change in culture.
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Grade 5: Social Studies: Historical Understandings

SS5H8	The student will describe the importance of key people, events, and developments between 1950–1975.
a.	Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
Least complex	Most complex

Communicate a response to discuss the importance of the Cuban Missile Crisis or Vietnam War.	Match a description of events related to the Cuban Missile Crisis and Vietnam War with the name.	Match events leading up to the Cuban Missile Crisis and Vietnam War with the description and name.	Match events leading up to the Cuban Missile Crisis and Vietnam War with the description, name, and outcome.
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Grade 5: Social Studies: Historical Understandings

SS5H9	The student will trace important developments in America since 1975.
	b. Explain the impact the development of the personal computer and the Internet has had on American life.
Least complex	Most complex

Respond differentially to identify the impact of the personal computer and Internet on American life. Communicate a response to identify the impact of the personal computer and Internet on American life.	Match the impact of the development to invention.	Match the need/way of life before the invention to the inventions.	Match the need, invention, and impact.
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Grade 5: Social Studies: Geographic Understandings

SS5G1	The student will locate important places in the United States.
	a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and Mojave Desert.
Least complex	Most complex



Respond differentially to identify important physical features on a map of the United States.	Locate one important physical feature on a map of the United States.	Locate two important physical features on a map of the United States.	Locate three important physical features on a map of the United States.
Communicate a response to identify an important physical feature on a map of the United States.			
Touch or manipulate items related to a map of the United States to identify important physical features.			

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Grade 5: Social Studies: Government/Civic Understandings

SS5CG1	The student will explain how a citizen’s rights are protected under the U.S. Constitution.
	a. Explain the responsibilities of a citizen.
Least complex	Most complex

Respond differentially to identify the responsibilities of a citizen. Communicate a response to identify the responsibilities of a citizen.	Identify the definition of a citizen. Identify one responsibility of a citizen.	Identify two or more responsibilities of a citizen.	Describe responsibilities of a citizen.
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Grade 5: Social Studies: Government/Civic Understandings

SS5CG1	The student will explain how a citizen’s rights are protected under the U.S. Constitution.
	b. Explain the freedoms granted and rights protected by the Bill of Rights.
Least complex	Most complex

Respond differentially to identify a freedom or right granted by the Bill of Rights. Communicate a response to identify a freedom or right granted by the Bill of Rights.	Identify one freedom granted or right protected by the Bill of Rights. Match freedoms granted by the Bill of Rights with examples.	Identify two-three freedoms granted or rights protected by the Bill of Rights. Match two to three freedoms granted and rights protected by the Bill of Rights with examples.	Identify four freedoms granted or rights protected by the Bill of Rights. Match four freedoms granted and rights protected by the Bill of Rights with examples.
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Grade 5: Social Studies: Economic Understandings

SS5E4	The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.
Least complex	Most complex

<p>Respond differentially to identify elements of a personal budget.</p> <p>Communicate a response to identify elements of a personal budget.</p> <p>Communicate a response to identify the importance of spending and saving decisions.</p>	<p>Match elements of a personal budget to a description (e.g., “earnings” is matched to money we receive, “savings” is matched to money we do not spend).</p>	<p>Identify elements of a personal budget based upon a description.</p> <p>Match spending and saving decisions to the impact on a personal budget (e.g., saving is matched to an increase in the amount of money in a personal budget).</p>	<p>Identify elements in a personal budget.</p> <p>Identify the impact of a change in one element of a personal budget on spending and saving (e.g., if we save more, we have more money to spend on our needs and wants).</p>
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